

DOCUMENT RESUME

ED 158 659

HE 010 363

TITLE University of Alaska, Southeast, Self-Study. A Report for the Northwest Association of Schools and Colleges Commission on Colleges.

INSTITUTION Alaska Univ., Juneau. Southeastern Region.

PUB DATE Aug 77

NOTE 163p.

AVAILABLE FROM Office of Public Relations, University of Alaska, P.O. Box 1447, Juneau, Alaska 99802

EDRS PRICE MF-\$0.83 HC-\$8.69 Plus Postage.

DESCRIPTORS College Administration; College Faculty; College Planning; College Students; Decentralization; *Delivery Systems; Educational Assessment; Higher Education; *Institutional Research; Junior Colleges; *Multicampus Colleges; Research Projects; *Self Evaluation; State Colleges; *State Universities; Student Personnel Services

IDENTIFIERS *Institutional Evaluation; *University of Alaska

ABSTRACT

The Southeastern Region of the University of Alaska system, one of three major administrative and instructional divisions established by the Board of Regents, is examined in this self-report. The regional concept provides for the delivery of instruction, research, and public service programs of the university to the area's sparsely-distributed population. This report reviews several aspects of the colleges in the region, including: institutional objectives and statement of purposes; finance; physical plant, materials, and equipment; library; educational program; instructional staff; administration; special services and activities; research; and graduate programs. Student issues discussed include: admissions, registrar, orientation, advisement counseling and testing, financial aid, book store, housing and food services, health services, extracurricular activities, athletics, placement, and alumni relations. A list of reference documents to self-study is appended. (LBH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

A report for the
Northwest Association of
Schools and Colleges
Commission on Colleges



University of Alaska, Southeast
Self-Study

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

*Univ of Alaska
Southeast*

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM

August, 1977

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

TABLE OF CONTENTS

	Page
Letter of Transmittal	
List of Tables and Charts	111
Preface	v
PART	
I. Institutional Objectives and Statement of Purposes. . .	1
II. Finance	6
III. Physical Plant, Materials and Equipment	19
IV. Library	35
V. Educational Program	59
VI. Instructional Staff	75
VII. Administration	88
VIII. Students	98
Admissions	104
Registrar	106
Orientation	108
Advisement Counseling and Testing	109
Financial Aids	110
Book Store	111
Housing and Food Services	112
Health Services	113
Extracurricular Activities	113
Athletics	114
Placement	114
Alumni Relations	115
IX. Special Services and Activities	119

	Page
X. Research	124
XI. Graduate Program	133
Appendix	
A. List of Reference Documents to Self-Study	141

LIST OF TABLES AND CHARTS

TABLE		Page
I-1	Survey of Faculty and Student Perceptions Regarding Applicability and Fulfillment of Stated Institutional Purposes	5
II-1	Sources of Operating Income	15
II-2	Operating Expenditures by Major Budget Area	16
II-3	Direct Instructional Cost by College and Division	18
III-1	Building Roster	21
III-2	Plant Utilization	23
III-3	Physical Facilities and Land Growth Pattern	28
III-4	Equipment Summary	29
III-5	Estimated Audio-Visual Equipment in Southeast	34
IV-1	UASE Library Statistics	37
IV-2	Juneau Library Budget	46
IV-3	Juneau Library Budget: Status of Special Appropriation and 1974 Bond Issue as of January 31, 1977	49
IV-4	Juneau Library Statistics	50
VI-1	Institutional Staff Profile Chart 1976-1977	83
VI-2	Number and Source of Terminal Degrees of University of Alaska, Southeast Faculty	85
VII-1	Administrative Organizational Structure, University of Alaska, Southeast	91

	Page
VIII-1 Number of Students Currently Admitted in Degree Programs	102
VIII-2 Admissions and Graduations	103
VIII-3 1975-76 Southeast Report: Statistics Given in the Form "SCH/Enrollments"	116
VIII-4 University of Alaska Southeast: Student Credit Hour Production	117
VIII-5 Financial Aid Programs Available to Students at UASE . .	118
 CHART	
2-1 Purchase Requisitions	9
2-2 Travel Authorizations and Travel Expense Reports . . .	10
8-1 Organization Plan and Major Functions - Office of Student Services	101
8-2 Staffing Activity Breakdown - Office of Student Services	107

PREFACE

The Southeastern region of Alaska encompasses some 42,000 square miles. This "panhandle" of Alaska is a chain of thickly forested, mountain islands that cluster along the mainland and form a protective shield against the formidable North Pacific Ocean. Southeastern Alaska has a shoreline of almost 28,000 miles and is separated from Canada by mountains which rise sharply to heights of 9,000 feet or more and are shaped by many glaciers and waterfalls.

The regional population is approximately 50,438. Most of this population is concentrated within eight communities. Despite improvements in modern transportation and communication technology, there still exist geographical and climatic barriers between the communities in the region. Each community, save two, can be reached only by sea and by air, and schedules are rarely met during heavy fog and rains. Transportation of goods to the various communities is expensive, and services and goods are of limited selection in many. Barges arrive only infrequently in some areas, thus necessitating air shipments for many items. Mass, timely communication is difficult in the region. Many communities are relatively isolated and some do not have current television, radio or daily newspapers. This lack of ground transportation and communication within the Southeastern Region has inhibited resource development or settlement of the remote areas.

It is thus from within this vast region and its sparsely distributed population that Southeast Alaska's concept of higher education was developed. Community colleges in Juneau and Ketchikan were authorized in 1954 under the provisions of the Community College Enabling Act of the Territory of Alaska. Originally operating as the only tax-supported higher education facilities of the Southeast area of the Territory, these two community colleges became a part of the total University of Alaska statewide system in 1962. Sitka Community College began its program in September of that same year.

The University of Alaska implemented a plan for decentralizing the statewide system of public higher education in 1966 with the establishment of the Southcentral Region. The regional concept, as adopted by the Board of Regents in 1964, more effectively provided for the delivery of instruction, research, and public service programs of the University to the people of Alaska. While some upper division and graduate-level extension course work was offered prior to 1972 in Southeast Alaska, these offerings were somewhat separate and had little or no program continuity. It was not until July 1, 1972, that the Southeastern Region was activated fully with a resident provost and all University of Alaska units in Southeast Alaska were joined together under a single administration. This newly established regional concept provided more effectively for the delivery of educational programs by bringing the program administration closer to the program users and by including the users in the program selection and decision-making process.

With limited resources and the challenge of developing a non-traditional approach to higher education, the following regional priorities were established during the first year of operation. (1) develop an organizational plan that would be capable of overcoming existing physical limitations presented by the region; (2) develop a staffing pattern that would utilize area resources to their maximum; (3) begin a comprehensive study for assessing the higher education needs at all levels; (4) obtain the necessary resources in subsequent years to support the current level of operation; (5) develop an organizational plan for the Southeastern Region that would eliminate or effectively reduce those problems of program fragmentation, program and faculty obsolescence, and shrinking financial resources facing many institutions of higher education.

Each of the institutions comprising the University of Alaska, Southeast has had a progressing history of facility use, originally occupying whatever buildings other groups in the community no longer wanted. These temporary quarters were often short-lived; one was destroyed by fire, others were condemned as they became unusable. With the establishment in Juneau of the regional administrative structure, a development plan was set forth and the need for physical plant facilities for permanent educational activities gave rise to today's new structures in downtown Juneau, the Auke Lake campus, the three new buildings in Ketchikan and the single campus building in Sitka. Each of these structures, although of recent acquisition, is being taxed to provide instruction and instructional support requirements for existing programs. Even the Fisheries building in Juneau, with ground to be broken in the spring of 1977, will be utilized to near capacity upon its completion.

Alaska has borne the burden of expansion - expansion in all aspects of its areas of responsibility to its inhabitants. The oil boom has peaked, and attention is being turned to the maintenance of existing programs. Higher education has continued its demanding task of meeting the needs of its growing constituency. Organizational planning which expanded the service areas of the community colleges to cover the entire region has begun to bear fruit, with outreach programs now available in several smaller communities. The senior college, within its continuing region-wide service responsibility, has continued to expand its delivery of certain areas of its programs. Re-evaluation of these divided areas of service responsibility is being undertaken with the possibility of a new organizational structure being initiated to increase the effectiveness of existing delivery systems. Even though it is too early to draw conclusions, it appears that the initial organizational and program planning was effective and provided efficiently for many of the regional higher education needs. The new review as well as the Self-Study being conducted at this time will no doubt give new direction and impetus to improve upon previous efforts.

I. Institutional Objectives and
Statement of Purposes

PART I. INSTITUTIONAL OBJECTIVES AND STATEMENT OF PURPOSES

In response to the diverse educational needs of the people of Alaska and to the vast expanse over which these people are dispersed, the Board of Regents of the University of Alaska established three major administrative and instructional divisions: the Northern Region, the Southcentral Region, and the Southeastern Region. A fourth division, Rural Educational Affairs, crossed the boundaries of the Northern and Southcentral Regions, providing coordination of the program efforts in rural communities and areas. University of Alaska programs and activities are conducted in each of the three major regions under the administrative direction of a Chancellor and the academic guidance of an Academic Committee of a Regional Assembly.

Established July 1, 1972, by the Board of Regents, the Southeastern Region finds its mission within the system-wide statement of purposes of the University of Alaska. In support of these purposes the Southeastern Region is committed to the tenets of: (1) Developing educational programs that promote educational justice; and (2) maintaining a posture of service to the learner. The Southeastern Region has established the following goals for fulfilling its mission:

1. Develop educational, public service and research programs that have a special significance to Southeast Alaska.
2. Assist and support each Southeast college to develop its own identity and direction.
3. Develop and implement a delivery system for needed post-secondary educational programs that reaches out to residents in both the urban and rural areas.
4. Maintain a quality of excellence in all areas of educational effort and support services.
5. Recognize the diversity of students and provide a wide range of programs and learning methodologies that will meet student needs.
6. Provide open access to all students who can benefit from available educational opportunities.
7. Provide and encourage lifelong learning opportunities among adult students.
8. Through available educational programs, provide students the opportunities to develop vocational and professional competencies.
9. Wherever feasible, utilize community resources in planning and operating educational programs.

10. Through a variety of educational programs and publications provide information for living in Alaska.
11. Encourage the Southeast colleges to be in and of their communities and to become the educational and cultural resource centers to their publics.
12. Through the utilization of available University resources assist community groups in the study and solution of problems and in the development of other community resources.

Each of the four colleges within the Southeastern Region has developed more specific statements of activity through which the broad regional goals may be implemented. These statements may be reviewed by reference to the appropriate college section of the Catalog.

One of the principal tasks of the Self-Study was to review these statements of objectives and purposes and to determine how these were perceived by all facets of the regional constituency. A three-item questionnaire was developed to tap this task. These questionnaires were hand-circulated on each campus to faculty and students. The community college statements of purpose were compressed into seven statements since each set of purposes contained identifiable common elements. The senior college statements were listed as contained in the Catalog. Respondents were asked to indicate in an affirmative or negative manner if they felt each of the listed purposes of each of the two levels of colleges were important and if they felt the institutions were fulfilling all of these objectives. An open-ended option was also provided for further responses. The results of the first two items of the survey are contained in Table I-1.

As may be seen, 91 per cent of the respondents indicated they felt the stated purposes of the community colleges were applicable and 64 per cent of the senior college purposes were applicable. This differential in perceived applicability of purposes is misleading because of the large number of community college constituents (56) who did not respond or indicated they "did not know." More significant, however, is the number of respondents who felt the colleges were adequately fulfilling their stated objectives: 56 per cent for the community college, and only 37 per cent for the senior college. Again, the number of "don't knows" or non-respondents is large. That people cannot state an opinion could also be important and may have implications for institutional consideration. These results need to be reviewed and perhaps a more detailed survey undertaken to gather a broad representative opinion from a greater proportion of the regional population.

The review of the responses to the third item on the questionnaire provided some insights as to the specific purposes some respondents do not feel the institutions are fulfilling. Comments regarding community college areas of weakness centered on three areas: (1) a need to increase involvement regarding cultural activities; (2) to increase "outreach" activity; and (3) to offer a greater variety of courses for potential transfer students, thus providing better articulation with upper division programs. Comments relating to senior college purposes were as diverse

as those for the community college, but centered around two concerns. The senior college should: (1) attempt to develop more degree programs (i.e., relate more closely to the needs of the people of the Southeast); and (2) increase course offerings in the general education or general studies areas. On the basis of these concerns the Educational Program Committee has made further program recommendations. In addition, it was felt that Public Service should increase its efforts to identify the education needed in outlying service areas, thus enabling the colleges to more adequately develop commensurate educational programs.

Besides these comments, the Self-Study Committee recommends that the four colleges review their statements of purpose each year to assure their continuity with the Academic Development Plan. It is further recommended that the three community colleges attempt to identify a set of commonly agreed upon purposes and goals, thus providing consistency of understanding by students as well as greater coordination of institutional efforts.

TABLE I-1

		<u>Institution</u>					
		Community College					
		Senior College					
		Number and Percent by Source of Respondent					
		Number and Percent by Source of Respondent					
		Community College		Senior College		Totals	
		N	%	N	%	N	%
Applicability of Purpose	Yes	299	77	56	14	355	91
	No	10	2	7	2	17	4
	Don't Know	13	3	6	2	19	5
	No Response						
	Totals	322	82	69	18	391	100
Fulfillment of Purpose	Yes	197	50	30	8	227	58
	No	76	19	19	5	95	24
	Don't Know	49	13	20	5	69	18
	No Response						
	Totals	322	82	69	18	391	100

II. Finance

PART II. FINANCE

Like each of the units of the University of Alaska, Southeast, the Office of Administrative Services has experienced considerable expansion since the Candidacy Study. The increase in its magnitude of responsibility is demonstrated in Tables II-1, II-2 and II-3, in which the fiscal growth of the region is demonstrated. Continual change has been the normal state of affairs, with operational procedures and organizational structure being in a state of flux. As with most developing systems, however, time and patience is required to establish a support system which will best meet the needs of the institution. It is with this in mind that the review of the fiscal support operation of the Southeastern Region was undertaken.

Budget Development

Upon receipt of the budget preparation instructions and timetable from the Statewide budget office, the Director of Administrative Services and the Chancellor hold a seminar for unit administrators to review the budget information packets, so questions may be cleared up before budgeting is started. Each administrative unit head then prepares the individual budget(s) for his/her area of responsibility. This completed preliminary budget is then submitted to and reviewed by the directors of each of the major budget units. The Administrative Council then reviews the compiled preliminary budget submitting it with their recommendations to the Chancellor. Upon review, modification and approval by the Chancellor, the preliminary budget is forwarded to the Statewide Budget Review Committee which makes suggested modifications to the President. After appropriate review and comment, the President submits the proposed budget to the Board of Regents for consideration. The Regents then forward the budget document to the Governor for review, comment and action, who in turn submits it to the State Legislature. The Legislature reviews the University's Fiscal Year Budget and makes General Fund appropriations as it sees fit.

Budget Management

In the day-to-day financial management of the University of Alaska, Southeast, some standard procedures are followed. Within the University of Alaska, Juneau units each budget manager has the responsibility for staying within the approved budget(s) for his/her area of responsibility.

The Business Office maintains a commitment system and computes print-outs for each budget account. Each requisition and employee contract request is reviewed for availability budget allocation and account number verification. Problems that arise are handled by direct contact with the budget manager before any commitment of funds is made. Where necessary, budget revisions are made by the budget manager, reviewed by the appropriate unit director, the Director of Administrative Services, and approved by the Chancellor and the President. Monthly budget reports are made to

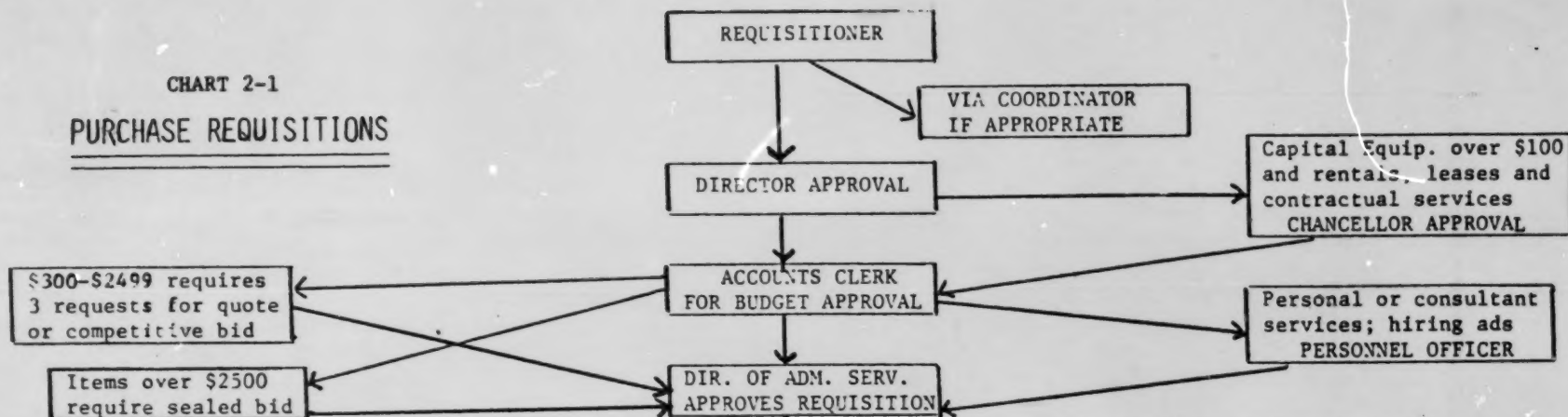
each budget manager, and the complete report is provided the Chancellor. If it is perceived that there may be a potential problem, the budget manager is informed so he/she may take corrective action.

At the Ketchikan and Sitka Community College, the local director has considerable local autonomy, still maintaining, however, basically the same system as in Juneau. Each month, a status report is sent to the Director of Administrative Services, and communication occurs whenever it appears necessary to resolve problems. The Chancellor is kept informed of any budgetary problems which might arise.

Signatures and approvals from the college coordinator level to the Director of Administrative Services are required on all purchase requisitions (See Charts 2-1 and 2-2). In special cases, Chancellor approval is also required. There are additional check-point controls by the Accounts Clerk, Accounting Supervisor and Director of Administrative Services at the time of issuance of purchase orders and also at the check-writing levels.

Approvals and controls for funds used for personnel services are also utilized. Requests for appointments (full-time, part-time, professional and classified) must first be approved at the college level by the coordinator and director. An accounts clerk verifies that budget funds are available and the personnel office gives its approval before the request is signed by the Director of Administrative Services. Final approval is given by the Chancellor on all requests for appointment.

CHART 2-1
PURCHASE REQUISITIONS



PURCHASE ORDERS

CHECKS

PURCHASE ORDER IS TYPED

DIR. OF ADM. SERV. SIGNS P.O.

COPIES OF P.O. SENT TO DEPT.; DEPT. CONFIRMS RECEIPT OF MERCHANDISE

ACCT. CLERK CHECK AFTER GETTING REC. REPT. & BILLING

ACCT. SUPERVISOR APPROVES TYPED CHECK

DIR. OF ADM. SERV. APPROVED TYPED CHECK

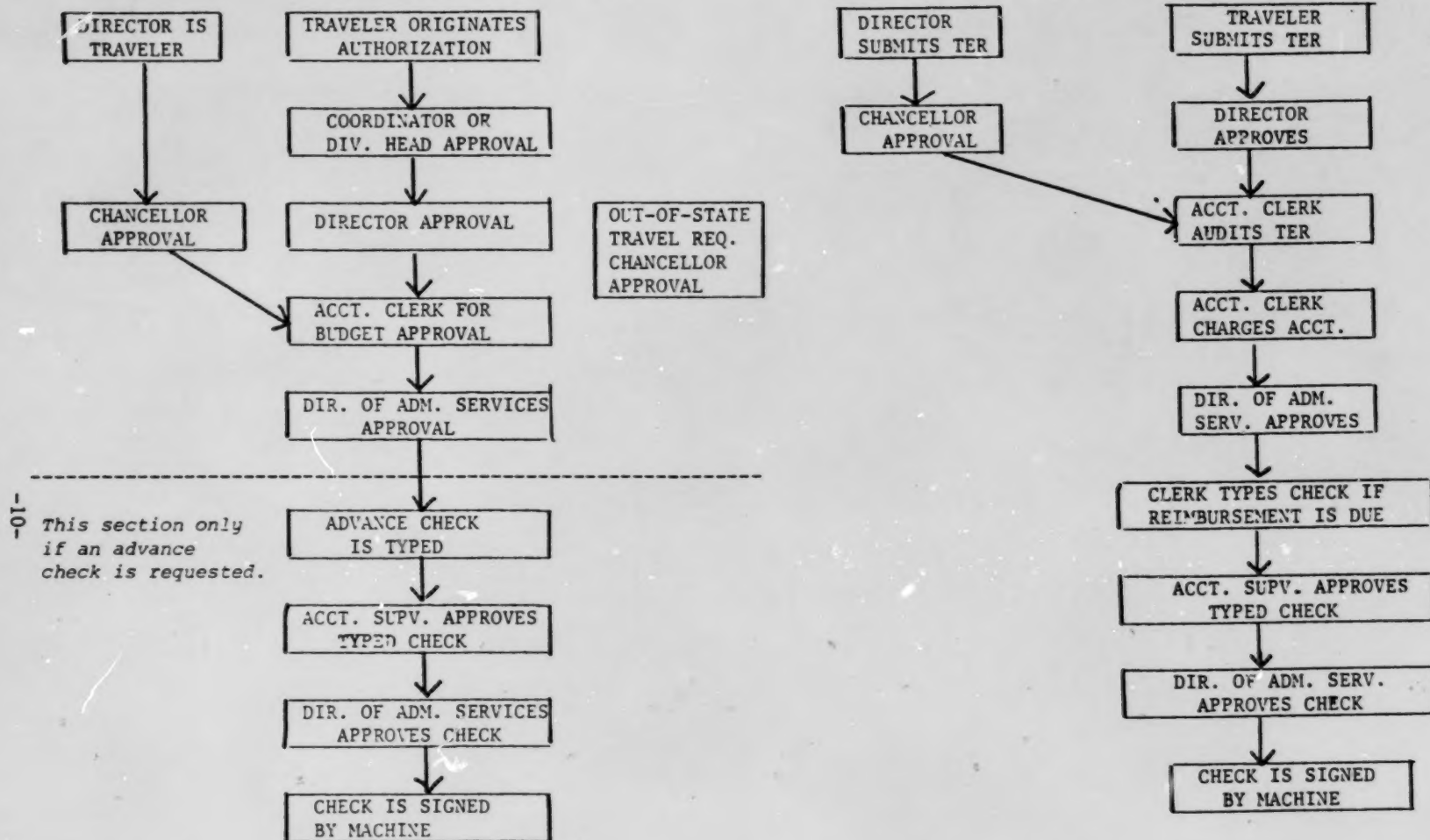
Checks over \$2500
HAND-SIGNED BY
CHANCELLOR

CHECKS SIGNED BY MACHINE & MAILED

TRAVEL AUTHORIZATIONS

CHART 2-2

TRAVEL EXPENSE REPORTS



Before travel funds can be used, approval for expenditure of the funds must be given by the traveler's immediate supervisor, the college director, the accounts clerk who verifies that funds are available, and the Director of Administrative services. The same series of approvals is required on the expense reports submitted by the traveler.

The strengths and weaknesses of the financial system at UASE were found by the Self-Study team to be as follows:

Strengths

Procedure: Budget preparation begins, within the constraints dictated by the University of Alaska Statewide System and the Office of the Governor, at the lower levels of the organization and proceeds upwards. This direct involvement at the lower administrative level is perceived as an important component of the University's planning process, reflecting in the preliminary budget the financial needs of the college units as seen by directors and others whose input is sought. Although the Chancellor is charged with the responsibility of preparing the budget, in practice the delegation of responsibility filters down to division coordinators and others at a similar organizational level.

Program Cycle Review: The recent implementation of the three-year Program Cycle Review should benefit UASE in a number of ways. This should facilitate the expansion of the planning time horizon of individuals, and indeed, turn budget preparation into a bonafide planning operation. Further, the use of this tool should prove to be an excellent formalized method for communicating goals and objectives of divisions to administrators, which in turn should: (1) help upper level administrators keep a check on the direction of individual divisions; (2) provide relevant material for their planning needs; and (3) provide a check of progress and accomplishments against stated goals of divisions.

Formula Budgeting: Formula budgeting has the potential for simplifying and clarifying budget preparation. If applicable, and if the base data is accurate, such a system should shorten budget preparation time. Components of the procedure are explicit and therefore subject to examination and refinements based on changing costs and experiences where possible. While appearing to have many advantages, formula budgeting has not yet proved a very useful tool from the perspective of UASE.

Zero-Based Budgeting: Although fraught with many potential problems, if done properly, zero-based budgeting like formula budgeting can help assure the efficient use of University funds.

Flexibility: One strength of the current system is that procedures and opportunities exist to modify the allocation of money in the working budget. This allows some degree of flexibility while maintaining a system of budget control.

Weaknesses

The strengths mentioned above are offset somewhat by the weaknesses of the system. Many are minor in that they could easily be corrected, although the adverse impact on the quality of the budget may be great.

Timing of Budget Preparation: Instructions and forms for budget preparation are sent to the Chancellor of UASE from Statewide. Materials are typically late, instructions are often cumbersome and confusing, and baseline data have been known to be inaccurate. As a result, individuals who ordinarily would be required to provide input cannot be consulted, as budgets must be hastily assembled. Many other activities, including classroom instruction, are relegated to being of secondary importance, and hence the on-going efficiency of the University, including teaching effectiveness, is impaired.

Changes in Budget Preparation: To compound problems, budget preparation procedures, instructions, and figures are often changed during budget preparation, and further, the methods for computing the budget have historically been changed yearly. This results in frustration, confusion, and is a costly expenditure in terms of the time and effort required to learn new systems on the part of individuals responsible for putting the budget together.

Discrepancies between Formula Values and the UA Budget Proposal: With respect to the final pre-Governor budget several individuals in an internal survey expressed concern over the discrepancy between the figures derived using the formulas and the amount earmarked for approval through the Governor. Differences between computed values and that submitted to the Governor for approval must be allocated within the UASE system. In many cases the discrepancy is anything but minor (the UASE library system received permission to request only 23% of the formula values for FY 78). Concern has been expressed over the need for more than maintenance level monies to allow for the successful planning and implementation of new and fledgling programs in Southeast Alaska.

Timing of Budget Passage by the Legislature: The yearly examination of the UASE budget (through the budget proposal of UA) by the Governor and the Legislature rightly allows the scrutiny of financial requests by the representatives of the public. However, the timing of the process can and has caused problems. Contracts for personnel cannot be offered until the budget has passed through the legislative process, and the final working budget often cannot be determined until well into the fiscal year.

Control of Funds

The consensus among administrators and faculty is that the control of funds at UASE is, if anything, too tight. The procedures set up for purchase requisitions, for example, require a series of signatures (sometimes including the Chancellor) regardless of the amount before the

release of the money. Problems occur when one of the individuals whose signature is required is absent, and from expected delays from requisitions lying in "in-baskets" for some time. It should be noted that most directors have nothing resembling an imprest or petty cash fund. Because of their removed locations, the directors in Ketchikan and Sitka use a permitted small petty cash reserve. It seems likely that the benefits of such a tight system do not outweigh the costs in terms of man-hours, confusion, and frustration. On a higher level, reference has already been made to the flexibility of the working budget.

More important than the problems associated with the financial system of UASE are problems associated with the Statewide system. Because of difficulties associated with the installation of a new computerized accounting system, excessive delays have been experienced in the receipt of the final working budget. UASE has coped well with these difficulties and, in spite of problems with the Statewide system, has not had an end-of-year deficit in four years.

A related problem is the centralization of much of the operational financial system. Communications problems resulting from the effects of weather and distance on equipment sometimes caused delays in the disbursement of funds, primarily payroll checks.

Status Reports: Because of problems with the Statewide system, status reports (including initial budget figures) have been extremely late in delivery to responsible individuals. This makes budget management extremely difficult. To offset these problems, manual status reports are generated monthly and provided all directors.

Travel Advances and Expense Reports: Travel advances and expense reimbursement have sometimes been subject to minor delays, primarily because of work-flow problems. Presumably, when the computer accounting system is functional and other changes are made, this should free business office staff to the point that such delays will occur with much less frequency.

Payroll: Problems have occurred with respect to payroll checks being delivered on time and with discrepancies between amount owed and the amount paid. The former problem has been due to the centralization of payroll disbursement from Statewide combined with delivery system problems, primarily weather. This difficulty obviously has an adverse effect on staff morale.

Contracts: Contracts have in the past been issued as late as July. This has been due to the late passage of the budget by the State Legislature. Verbal commitments on the part of the University have been communicated at much earlier dates.

Summary

In general, the problems associated with the financial system at UASE revolve around some cumbersome procedures and controls and the installation

of the new computerized accounting system and are therefore correctable and relatively minor. Problems associated with the Statewide system are due to: (1) the yearly altering of budget preparation procedures and related mid-year changes in figures and amounts; (2) the timing of statewide budget passage by the legislature; (3) use of a hybrid centralized/decentralized system of accounting; (4) inadequate financing of a growing institution to the extent necessary; and (5) the installation of a new computerized accounting system without maintenance of a parallel manual system. Most budget preparation problems should be corrected when a satisfactory accounting system is finally settled upon, and when UA Statewide and UASE reach an understanding with respect to financial requirements for established and new programs. The centralization/decentralization problem is subject to negotiation between UASE and UA. Solution of the problems associated with the timing of budget passage by the legislature are not foreseeable at this time. Problems associated with the new computerized accounting system, such as late working budgets and status reports, should be corrected in the near future.

On the positive side, the potential for input by faculty and others into the budget, the Program Cycle Review, zero-based budgeting, and formula budgeting are all strong, positive features of the existing budget system. Further, the flexibility of the budget due to opportunities and procedures for shifting money among accounts is commendable. On the control side the accounting system seems satisfactory, if not too tight.

TABLE II - 1
SOURCES OF OPERATING INCOME

DESCRIPTION	1974 - 1975		1975 - 1976		1976 - 1977		1977 - 1978	
	Dollars*	% of Total	Dollars*	% of Total	Dollars*	% of Total	Dollars*	% of Total
A. State Appropriation:								
1. Institutional Support	\$ 333.3	14.4%	\$ 1083.6	32.0%	\$ 922.1	19.5%		
2. JDCC	390.3	16.8	663.5	19.6	867.7	18.3		
3. Southeast Sr. College	153.6	6.6	241.7	7.1	470.6	9.9		
4. Support Services	273.4	11.8			553.1	11.7		
5. Ketchikan C.C.	316.1	13.6	339.9	10.0	525.5	11.1		
6. Sitka C.C.	223.2	9.6	304.0	9.0	360.6	7.6		
SUBTOTAL	1689.9	72.8	2632.7	77.7	3699.6	78.1		
B. Student Fees								
1. Institutional Support	2.0							
2. JDCC	90.3	3.9	125.9	3.7	134.7	2.9		
3. Southeast Sr. College	87.8	3.8	116.6	3.4	105.4	2.2		
4. Support Services					2.0	.1		
5. Ketchikan C.C.	46.3	2.1	36.7	1.1	39.2	.8		
6. Sitka C. C.	20.9	.9	32.4	1.0	35.5	.7		
SUBTOTAL	247.3	10.7	311.6	9.7	316.8	6.7		
C. Auxiliary Services								
1. Juneau	32.6	1.4	50.2	1.4	105.5	2.2		
2. Ketchikan	6.0	.3	4.5	.1				
3. Sitka	2.0		2.7	.1				
SUBTOTAL	40.6	1.7	57.4	1.6	105.5	2.2		
D. Grants & Contracts (Refer 1)								
1. Institutional Support	130.0	5.6			34.4	.7		
2. JDCC	182.5	7.9	231.3	6.8	104.2	2.2		
3. Southeast Sr. College					113.0	2.4		
4. Support Services					252.8	5.3		
5. Ketchikan C. C.			10.4	.3	8.3	.2		
6. Sitka C. C.					8.5	.2		
SUBTOTAL	312.5	13.5	241.7	7.1	521.2	11.0		
E. Other Sources (Refer 2)								
1. Institutional Support	4.0	.2	16.9	.5	22.6	.5		
2. JDCC	5.0	.2	74.2	2.2				
3. Southeast Sr. College					9.0	.2		
4. Support Service	21.0	.9			13.3	.3		
5. Ketchikan C.C.			58.1	1.7	51.8	1.0		
6. Sitka C.C.			.7					
SUBTOTAL	30.0	1.3	149.9	4.4	96.7	2.0		
TOTAL	2320.3	100.0	3393.3	100.0	4739.8	100.0		

*(rounded to hundreds)

TABLE II - 2
OPERATING EXPENDITURES BY MAJOR BUDGET AREA

DESCRIPTION	1974 - 1975		1975 - 1976		1976 - 1977		1977 - 1978	
	Dollars*	% of Total	Dollars*	% of Total	Dollars*	% of Total	Dollars*	% of Total
A. Institutional Support								
1. Personal Services	\$ 243.6	51.9%	\$ 413.1	72.8%	\$ 721.3	66.6%		
2. Travel	14.8	3.2	17.5	3.0	26.3	2.4		
3. Contractural Services	16.5	3.5	78.5	13.8	209.6	19.3		
4. Commodities	4.0	.9	10.2	1.7	91.3	8.4		
5. Equipment	.8	.2	38.1	6.7	10.1	.9		
6. Miscellaneous	59.6	12.7	9.4	2.0	26.0	2.4		
SUBTOTAL	339.3	72.3	566.8	100.0	1084.6	100.0		
7. Grants and Contracts	130.0	27.7						
TOTAL	469.3	100.0						
B. JDCC								
1. Personal Services	426.9	72.9	765.3	79.4	968.9	87.6		
2. Travel	9.3	1.6	16.9	1.7	16.3	1.5		
3. Contractural Services	25.8	4.4	39.9	4.1	38.5	3.5		
4. Commodities	12.5	2.1	36.4	3.8	56.8	5.1		
5. Equipment	10.0	1.7	103.7	10.7	17.0	1.5		
6. Miscellaneous	1.1	.2	2.7	.3	9.1	.8		
SUBTOTAL	485.6	82.9	964.9	100.0	1106.6	100.0		
7. Grants & Contracts	100.0	17.1						
TOTAL	585.6	100.0						
C. Southeast Sr. College								
1. Personal Services	204.3	67.9	325.4	78.2	603.5	86.5		
2. Travel	22.0	7.3	43.7	10.5	36.2	5.2		
3. Contractural Services	9.7	3.2	11.2	2.7	18.4	2.6		
4. Commodities	2.3	.8	5.9	1.4	8.4	1.2		
5. Equipment	2.4	.8	29.5	7.0	9.4	1.3		
6. Miscellaneous	.7	.2	1.1	.2	13.1	1.9		
7. Overhead					9.0	1.3		
SUBTOTAL	241.4	80.2	416.8	100.0	698.0	100.0		
8. Grants & Contracts	59.5	19.8						
TOTAL	300.9	100.0						

TABLE II - 2 (con't)
OPERATING EXPENDITURES BY MAJOR BUDGET AREA

DESCRIPTION	1974 - 1975		1975 - 1976		1976 - 1977		1977 - 1978	
	Dollars*	% of Total	Dollars*	% of Total	Dollars*	% of Total	Dollars*	% of Total
D. Support Services								
1. Personal Services	\$ 204.6	64.5%	\$ 331.0	63.1%	\$ 558.1	68.0%		
2. Travel	4.9	1.5	5.3	1.0	40.0	4.9		
3. Contractural Services	40.9	12.9	98.9	18.9	51.4	6.3		
4. Commodities	11.0	3.5	27.9	5.3	22.3	2.7		
5. Equipment	21.7	6.8	55.9	10.7	61.8	7.5		
6. Miscellaneous	1.2	.4	5.2	1.0	87.6	10.6		
7. Student Aid	10.0	3.2						
SUBTOTAL	294.3	92.8	524.2	100.0	821.2	100.0		
8. Grants & Contracts	23.0	7.2						
TOTAL	317.3	100.0						
E. Ketchikan C. C.								
1. Personal Services	293.0	80.9	346.5	85.1	521.5	83.5		
2. Travel	7.3	2.0	8.0	2.0	8.1	1.3		
3. Contractural Services	31.5	8.7	31.8	7.8	59.7	9.5		
4. Commodities	12.6	3.5	13.8	3.4	19.0	3.0		
5. Equipment	16.9	4.7	7.6	1.7	14.7	2.4		
6. Miscellaneous	1.1	.3			1.8	.3		
SUBTOTAL	362.4	100.0	407.7	100.0	624.8	100.0		
F. Sitka C. C.								
1. Personal Services	156.1	64.2	254.6	68.1	350.8	86.7		
2. Travel	6.6	2.7	5.9	1.6	11.0	2.7		
3. Contractural Services	57.9	23.7	60.1	15.1	18.9	4.7		
4. Commodities	6.5	2.7	4.1	1.1	12.3	3.1		
5. Equipment	15.3	6.3	47.7	12.6	8.6	2.1		
6. Miscellaneous	1.1	.5	1.8	.5	3.0	.7		
SUBTOTAL	244.1	100.0	374.2	100.0	404.6	100.0		
G. Auxiliary Services								
1. Personal Services			6.3	8.0	8.3	7.9		
2. Travel								
3. Contractural Services	.8	2.1	15.3	19.5	22.5	21.3		
4. Commodities	37.6	97.9	52.2	65.9	57.5	54.5		
5. Equipment			4.8	6.0	3.4	3.2		
6. Miscellaneous			.5	.6	13.8	13.1		
SUBTOTAL	38.4	100.0	79.1	100.0	105.5	100.0		
TOTAL	2318.0		3333.7		4739.8			

* (rounded to hundreds)

TABLE II - 3

DIRECT INSTRUCTIONAL COST BY COLLEGE									
College	Column A: Student Credit Hours Taught Column B: Cost Per Credit Hour Column C: Academic Year Cost Per Full-Time Equivalent Student								
	1973 - 1974			1974 - 1975			1975 - 1976		
	A	B	C	A	B	C	A	B	C
JDCC	3,559	\$ 56.70	\$1,696	6132	\$82.60	\$2478	6537	\$106.40	\$3192
SESC	3,541	32.22	671	4294	56.20	1483	4887	57.85	1527
KCC (Excludes Physical Plant)	1,532	106.27	3,192	2458	130.00	3900	3318	119.90	3597
SCC (Excludes Physical Plant)	1,044	151.34	4,514	1634	141.30	4239	1948	166.80	5004
*Regional Public Service	973	37.82	\$1,051	--	--	--	--	--	--
TOTAL	10,649			11,892			16,685		

*Not Applicable

III. Physical Plant, Materials
and Equipment

PART III. PHYSICAL PLANT, MATERIALS AND EQUIPMENT

The University of Alaska's statewide system includes three major administrative and instructional divisions. There are three senior colleges and ten community colleges at various locations throughout the state. The administrative center for the University of Alaska, Southeast, comprised of a senior college and three community colleges, is located in Juneau.

Most of the University facilities within the Juneau area are on the Auke Lake campus approximately twelve miles northwest of central Juneau. In addition, the University of Alaska, Juneau operates a center in downtown Juneau housing the Division of Business and the Adult Basic Education program. As of the spring of 1977 there were four instructional and one physical plant building on the Auke Lake campus. An additional instructional building will be started in late spring. Since most of the University's new buildings will be located in the Auke Bay area, a site development plan was developed in 1976 to provide basic concepts and directions for construction during the next few years. The site development plan is on file in the Library, the Department of Facilities Planning and Construction Office and also is available for review with the shelf-file documents of the Self-Study. The site development plan provided elaborate analysis of existing conditions, such as land use, zoning, ownership, utilities, geological substrate, etc. This basic data was then used as the base for the design and development decisions which make up the content of the plan. The report also addressed the questions of projected campus acreage requirements, speaking directly to population projections for growth in both Alaska and the Southeastern Region.

Through careful study and site development projections, the University is intent upon pursuing a developmental pattern which will recognize the natural beauty of the Auke Lake site. The Auke Lake campus will not only be a significant amenity for university students and the faculty, but also a source of pride and an important economic asset to the Juneau community.

Current site plans for Ketchikan and Sitka campuses are also available from the Associate Director of Facilities Planning and Construction, University of Alaska, Southeast. Long-range facility development plans are in the process of being developed for these two institutions.

Table III-1 includes a building roster for all university buildings in the Southeastern Region. This facility inventory includes the region, campus, building identification, funding source and total cost of construction. Also included are the beginning occupancy dates for the construction of each building, the square footage of each building, the number of floors, and the net assignable square footage.

TABLE III - 1

BUILDING ROSTER

Building Name	Location	Year Const.	Gross Sq. Ft.	Assgn. Sq. Ft.	Original Cost + Improvements	Est. Replacement Cost
Fisheries & Resource Center	Juneau	77/78	10,250	8,150	1,700,000(funding)	
Sitka - Phase One	Sitka	75/76	5,650	4,840	734,773	
Downtown Center	Juneau	76/77	11,200	7,960	1,273,400	
Juneau Occupation Center	Juneau	76	5,850	5,400	654,230	
Waterfront	Ketchikan	76/77	11,000	10,400	600,000(funding)	
Building #2	Ketchikan	71/72	11,440	8,400	652,608	
Novatney Hall	Juneau	71/72	11,000	9,700	637,710	
Ziegler	Ketchikan	68/69	12,600	10,700	444,765	
Juneau Career Center	Juneau	73/74	12,000	9,900	954,982	
Whithead Building	Juneau	68/69	10,100	9,350	458,223	

Table III-2 shows the utilization of classroom space for UASE. This utilization typifies region-wide building use. During the day, classrooms are frequently vacant. At this time community groups may use the space for meetings, lectures, and workshops. All the general, and a majority of the specialized classroom and laboratory space is utilized during the evening hours. The University also utilizes space at local schools, e.g., 24 classes at Juneau-Douglas High School, 22 classes at Floyd Dryden Junior High at the beginning of spring semester 1977, and in various other local buildings (which in Juneau include the State Office Building, Federal Building and several churches).

In the smaller towns where courses are offered, local community buildings are utilized. The University of Alaska, Southeast utilizes facilities in Skagway, Haines, Yakutat, Hoonah, Petersburg, Wrangell, and many of the smaller villages in the southeastern region, in addition to community facilities in Sitka, Ketchikan and Juneau.

TABLE III-2
Classroom Utilization

Campus	Room	Hours/Week
Juneau	*DT 101	Open Concept
	*DT 102	Open Concept
	*DT 103	Open Concept
	WB 101	19
	WB 102	19
	WB Conf	9
	*CE Lab	38
	CE 201	Open Concept
	CE 203	18
	CE 205	26
	CE 207	27
	NH 102	18
	NH 104	24
	NH 109	12
Sitka	NH 112	20
	NH 114	19
	SCC 104	19
	SCC 105	14
	SCC 107	22
Ketchikan	SCC Art Room	10
	Voc Lab	40
	Class Room 1	16

TABLE III-2 (Cont.)
Classroom Utilization

Campus	Room	Hours/Week
Ketchikan (Cont.)	Class Room 2	19
	Class Room 3	20
	Class Room 4	12
	KCC Office Lab	53
	KCC Conf Room	5
	KCC Forum	9
	KCC Lab 1	21

*Estimate based on number of credit and contact hours produced in each area as stipulated by Proposed Course Offering sheets.

Juneau - The University of Alaska, Juneau campus consists of a major campus complex at Auke Lake and a downtown center campus in the heart of Juneau. Downtown the Bill Ray Center building was completed in the spring of 1977 and is currently housing the Juneau-Douglas Community College's Division of Business and Adult Basic Education program, and the Southeast Senior College Division of Management Sciences. The Center is a fully functioning office occupations facility containing general classrooms, faculty offices, and specialized business education laboratories.

The Auke Lake campus of the University of Alaska Southeast houses faculty offices and instructional programs of the Juneau-Douglas Community College and the Southeastern Senior College. Occupational laboratories are cramped, but adequate classroom facilities are provided. A newly completed Materials Technology Laboratory was occupied by the Division of Career Education in December of 1976 and utilized spring semester, 1977. Future plans for campus growth include additional classroom and office space, and a Power Technology Laboratory plan is to be submitted as a 1980 General Obligation Bond request. In addition, plans are currently underway to expand the bookstore and provide facilities for students in the form of a student center.

The Southeastern Senior College maintains faculty office space in the Whitehead Building of the Auke Lake campus. In addition, the Senior College utilizes a large residence that was remodeled into offices for faculty members in the Division of Fisheries. A new fisheries building is currently under construction at Auke Bay and will house the senior college Division of Fisheries and related science programs.

Most of the general administrative offices for the University of Alaska Southeast are maintained in the Goertzen Building at Auke Bay. Within this facility are housed the offices of the Chancellor, the Division of Public Service, and the Southeast Administrative Services offices. The Office of Student Services is housed in the Auke Lake complex. Chief administrative officers of the instructional units are located on the individual campuses.

Sitka - The Sitka Community College currently occupies a new 6500 sq. ft. building located on 7.3 acres. The building was constructed in 1976 at a total project cost of \$1,000,000. This facility includes four general classrooms, one art room, two secretarial science classrooms, and faculty and administrative offices. Three of the rooms have accordion type expandable walls which allow for great flexibility with respect to room size and use. Deficiencies regarding facilities lie in the area of access roads to and from the campus. Besides being exceedingly steep and literally impassable during periods of snow, the current access road and parking lot are not located on University of Alaska property. The property is owned by the City and Borough of Sitka and will be transferred to the State Division of Lands as Mental Health Trust Lands. The University of Alaska is attempting to purchase ten acres that will encompass the current parking lot and provide for a different access road. Further development plans, however, cannot progress until the road and parking lot acquisition is complete.

These plans call for the Sitka Community College site to retain its natural forested setting and to be landscaped accordingly. Plans are also in the conceptual stages for a second facility. Hopefully this general classroom and office facility will be included in the 1980 bond issue, with construction to begin in the summer of 1981 and anticipated occupancy in fall of 1982. In addition to the existing building at Sitka Community College, the University of Alaska uses local school facilities as well as Mt. Edgecumbe Bureau of Indian Affairs High School in which to conduct instructional programs.

Ketchikan - The Ketchikan Community College campus currently includes two major buildings, both of which are primarily for office and instructional purposes. In the summer of 1976 a large commercial waterfront property was purchased in downtown Ketchikan and is being remodeled into a career education center. This facility will provide for fully equipped diesel technology, materials technology, and marine technology programs. The building is approximately 11,000 sq. ft. in size and \$250,000 has been devoted to the development of this facility. Upon completion of the downtown career education center, the Ziegler Building on the campus will be remodeled at an expense of \$100,000, thus providing an expansion for the electricity/electronics and the secretarial studies programs. In 1978 the Ketchikan Community College anticipates submitting a bond request to complete the remodeling of the Ziegler Building, to secure a science laboratory for building # 2 and to expand the career education center by an additional 6,000 sq. ft.

Construction and Grounds Improvement - There is little construction or grounds improvement taking place at this time within the Southeast Region. An expansion of the Auke Lake parking areas has just been completed, and two new structures in the Juneau area are in their completion stages. These include the Occupation Center on Auke Lake designed to handle woodworking needs for the career education programs and the Bill Ray Center located downtown, designed to handle the adult education and business related programs. The addition of new structures has effectively doubled UASE's instructional space. (See Table III-3).

Immediate plans call for parking lot improvements downtown and a new fisheries building (to begin construction in April). This 10,000 sq. ft. building will meet the phase one science requirements for the graduate and undergraduate fisheries programs. Being located on the bay adjacent to the Auke Lake campus, an inter-connecting walkway to the main campus is being studied and it is hoped to be completed by the time the building is occupied.

Future improvements before the legislature include an improved entrance road for the Auke Lake Campus and a new water supply system. Over the next five years several improvements are under consideration. The priorities at this time include: a maintenance and operations building; general classroom and vocational education labs, and a student/community center. These improvements were individually considered on the basis of needs and priorities. Once this was completed they were studied and evaluated to determine if they conform to the Master Plan. One thing

that has been stressed in planning is a flexibility to change with new demands and needs as they arise. The policy for the University of Alaska is to update its Master Plans every two years, with major updates every four to six years depending on the growth of the particular campus.

Physical Plant Operation - It is difficult to evaluate and compare plant operational costs with other similar institutions due to the vast differences in Alaska. It is felt, however, that the budget goes as far as at any similar institution in Alaska. The physical plant operation is somewhat restricted due to budget limitations; however, service is adequate. The duties and responsibilities for plant and campus maintenance are fairly well defined. The maintenance standards are very high. Skilled workers and good materials are the rule. Housekeeping standards are also very high, but due to lack of manpower and funds, it seems the only time the buildings meet the "standard" is between semesters when the employees can "catch up". Good reliable custodial personnel are extremely difficult to find. The work is tedious and the pay is inadequate, in spite of all attempts to increase the salary scale. More and better in-service training for both maintenance and custodial personnel is needed.

Equipment - a list of major capital equipment is summarized in Table III-4 and can be related to programs as follows:

TABLE III - 3

Physical Facilities and Land Growth Pattern

	Present		Present Phase	Inter-mediate Phase	Final Phase
Acres	34		34	59	00
Assignable Sq. Ft.	25,000		118,000	206,000	242,000
Parking Spaces	80		300	540	640
Students F.T.E.	400		1,500	2,700	3,200
Assignable Sq. Ft./Acre	735	3,500			
F.T.E./Acre	11.7	45			
Parking/F.T.E.	.2	.2			
Assignable Sq. Ft./F.T.E.	62.5	75			
Gross Sq. Ft. (65% Effective)	38,000		196,000	340,000	399,000
Ground Contact (2.5 stories)	19,000		78,400	136,000	160,000
Gross Sq. Ft./F.T.E.	95	125			

Recommended
Planning
Ratio

NOTE: Education space only, does not include residential space, or athletic facilities assignable sq. ft.

TABLE III - 4
Equipment Summary

Type	Location	Original Cost	Replacement Cost
Art Department	Sitka		1,485
Psychology Department	Sitka		500
Heavy Shop Equipment	Sitka		45,000
Secretarial Science	Sitka		
Typewriters			6,000
Calculators			1,650
Duplicators			1,200
Home Economics	Ketchikan	4,710.76	
Diesel Instruction	Ketchikan	21,128.78	
Electronics Instruction	Ketchikan	10,757.60	
Instructional Support	Ketchikan	13,168.20	
Secretarial Sciences	Ketchikan	19,878.63	
Physical Sciences	Ketchikan	4,030.00	
Welding Instruction	Ketchikan	4,516.97	
Biology	Juneau	50,000.00	
Chemistry	Juneau	4,500.00	
Social Sciences	Juneau	1,400.00	
Adult Basic Education	Juneau	650.00	
Art Department	Juneau	1,747.00	
Business Division	Juneau	18,640.00	
Trade & Technology	Juneau	302,450.00	
Learning Laboratory	Juneau	3,590.00	

Audio-Visual equipment used by all divisions is found listed under "Library".

Ketchikan Community College

Secretarial Science - the secretarial science equipment is quite adequate for present needs as to typewriters, calculators, duplicating machines and transcription machines. Some of these machines are quite old and a replacement schedule has been established. The deficiencies in the department would indicate that the Mag Card Selectric I typewriter should be updated as it is not the model presently being used in the business world. The department is in need of several cassette players with pre-dictated tapes for shorthand and typing. A cassette copier would be a very valuable addition in the department, enabling students to have simultaneous access to materials.

Diesel Mechanics - At present there are tools sufficient in quantity and quality to meet the program needs for the number of students served. An inventory of tools must be made on a periodic schedule to assure that correct tools are available for the students. Equipment in the program is sufficient in the present state of the program; however, when the move is made into the new diesel shop area, additional equipment and tools will have to be added. These include the materials for the injector lab, the dynamometer lab, as well as the accessories for power train instruction.

Electronics - Electronic equipment and materials available are the ones that were with the program when it was established. A number of the tools, instruments and parts need replacing to take care of those which have been worn out due to constant use and unintentional abuse during student project use. If the approach within the electronics program is changed or an emphasis in micro-electronics is added, then additional instructional materials will be needed.

Welding - The machines and tools available in the present welding program seem to be adequate both in quality and quantity. However, with the move into a new facility, the welding program will need an additional TIG-welder and MIG-welder as well as a cutting machine and a pedestal grinder. It is hoped that these items will be available prior to moving into the new facility.

Materials Technology - This program with emphasis in carpentry, has not been implemented. Many individual program content courses, however, are being held in various locations throughout the city. Ketchikan Community College does have some tools and equipment as well as access to other equipment in various locations. The program will need to have a transit and radial arm saw.

Overall in the career education programs, the equipment is adequate for the program as offered. There is an institutional-wide need for more audio-visual equipment as well as transparencies and filmstrips to augment the instructional process.

Academic Programs - In the social science and arts and sciences courses, the present program equipment is adequate to meet the needs of the students and the faculty. There is a need, however, for duplicate pieces of certain audio-visual equipment to enable simultaneous media usage.

In summation of the equipment needs at Ketchikan Community College, the equipment, materials and tools are adequate to serve the students today. It is the intent to develop an equipment and materials replacement schedule. The equipment needed in the Career Education Programs, when the move is made to the new facility, must be funded by special appropriations, as the money in the operating budget would not cover this type of expense.

Sitka Community College

Secretarial Studies - This is a small but fully functioning program area. Response by students is good and facilities are currently adequate.

Academic Programs - Facilities are adequate; however, college growth will dictate expansion in the near future.

Deficiencies - Sitka Community College faculty express deficiencies in two areas:

- (1) The art department needs three potter's wheels, one electric kiln, and miscellaneous photography equipment (camera, enlarger, and miscellaneous supplies).
- (2) The Secretarial Science Division needs four transcribing machines and two IBM Memory Typewriters.

Juneau Campus

Academic Programs - Facilities for programs conducted through Juneau-Douglas Community College are generally adequate but cramped. Classroom space is taxed and more general classroom areas are desirable. Specialized space for programs in art and music is lacking, however, and growth in these areas is limited until adequate facilities are available. Southeastern Senior College programs in teacher education and fisheries science definitely are in need of more sophisticated facilities. The new fisheries science building will be of assistance, coming in line in early 1978, and an initial equipment allotment has been budgeted. Additional laboratory space and equipment will still be needed for the necessary research which accompanies such a program. The teacher education program would certainly be augmented by the availability of observation rooms, allowing improved evaluation of activities based on competency development. Specialized facilities for upper division music and art courses are also needed, as with the community college. Instructional support facilities like the library also need to be enlarged. The needs of the library are discussed at length in the Library section.

Managerial Science and Business - Both senior college and community college business programs will be situated in a new facility by this coming summer. The equipment and facility are excellent.

Career Education Programs - Power Technology program equipment for automotive is adequate; however, the diesel program needs more instructional equipment. The facility is inadequate, but plans are being formulated for construction of a new Power Technology Laboratory. The Materials Technology equipment and plant are new and complete. No needs are anticipated in the near future. The Marine Technology facilities prospects are excellent for boatbuilding. The engines portion of the program needs more equipment and facilities. This problem should be solved with construction of the Power Technology Laboratory.

The Secretarial Studies equipment and facility are excellent. This program is housed in the same building as the business programs and the inter-relatedness of these programs augment one another. Continued monitoring of the equipment is necessary to assure that it meets current industrial usage.

Audio-Visual Services - The University of Alaska, Southeast does not have a separate audio-visual department. At present, most functions usually associated with such a department are left to individual campuses, and within campuses, to individual divisions. Since the libraries generally handle film borrowing and audio-visual materials, this section will deal mainly with equipment and production. Please see the Library chapter for further discussion.

On the Juneau Auke Lake Campus, an attempt has been made to centralize: (a) control of media equipment for classroom use; and (b) audio-visual materials (as discussed in the Library Section) in the library. A study center at Auke Lake and teaching equipment for the downtown campus are not part of this system.

As of March, 1977, the hardware available on campus for use in classrooms is adequate in quality and quantity, as demonstrated in the library formula budgeting discussed in the Library Section. As present equipment inventory shows, more audio-visual equipment is needed, especially 16 mm projectors, VTV equipment, slide projectors, carts and screens. Heavy demand in evening hours has meant some classes have been forced to delay audio-visual presentations because equipment was not available. A complete inventory and maintenance system and revised checkout system have been planned and will be implemented by a half-time audio-visual technician hired by the library in January, 1977.

In Ketchikan all of the audio-visual equipment is at least five years old. The last equipment was obtained through a special grant in FY 72. The KCC library schedules and operates an audio-visual room as part of the library facility. The room is equipped to handle class film showings and is available on a reserve basis. A small listening and microform reading room is also maintained and scheduled through the library.

Because of the limits of the library staff, the library is not able to supervise equipment that is needed outside of the library AV facility. There also appears to be a growing need for some equipment to be permanently assigned to individual classrooms for instructional support. The operation of the career education center will also require a separate AV equipment inventory. To accommodate these growing needs, custody of equipment should not be limited entirely to the library, but shifted to the classroom and new facility as required. The library equipment inventory would center on the needs of the above listed audio-visual room and the obviously one-of-a-kind items. The library should, however, continue to maintain a central inventory of projection lamps. (Ketchikan Community College's other audio-visual services are discussed in the Library Section).

Production of audio-visual materials in Southeast is generally left to individual instructors who have the skills and interests to produce materials for their classes. At present the University has no services or staff to aid in production (video-tape production, cinematography, photography, audio-tape production, graphics production, and general materials production).

Analysis

1. Juneau - A centralized system of control and service of equipment and maintenance began in mid-year with the hiring of a part-time technician. The lack of personnel, equipment and space for audio-visual services still remains to be resolved (no preview rooms, the maintenance and repair area is a corner of the head librarian's office, and there is a minimum amount of equipment in the library and classrooms).
2. Ketchikan - A strength is an audio-visual room served by the library. Up-to-date equipment and more equipment to support classrooms, however, are needed.
3. Southeast - There exists a total lack of services for media production. This is also a lack of centralized control of all audio-visual equipment and material.

TABLE III-5
ESTIMATED AUDIO-VISUAL EQUIPMENT IN SOUTHEAST ¹

EQUIPMENT	LOCATION					REGIONAL TOTAL
	UAJ LIB	JDCC LAB	UAJ DTN	KCC LIB	SCC	
Cassette players/recorders	10	3	3	(6) ²	3	19
Microfiche readers	3			1		4
Microfilm reader/printer	1					1
Microfilm reader	1			1		2
Screens - portable	2					2
Overhead projectors	2		2	2	2	2
16mm projectors	6		1	3	1	11
8mm cartridge projector	1					1
Slide projector	3		2	1	1	7
Filmstrip projectors	2		3			5
Filmstrip/cassette projectors	3	2	3	1		9
Phorecord player	4		1	1	1	7
Reel-to-reel tape recorder	1		1	3	1	6
Opaque projector	1			1	1	3
Headphones	10	6	6			22
Speaker for 16mm projector				1		1
Video tape camera B&W	1					1
Video tape monitor B&W	1					1
Video tape recorder/player B&W	1					1
Video cassette player Color	1					1
Video cassette monitor, Color	1					1
Shadowscope		3				3
Language master		1	1			2
Tachistoscope		1				1
Carts	6			1	3	10
Controlled reader		1	1			2
Listening station w/8 headphones	1	1				2

¹ A completely accurate inventory is not yet available since a computerized inventory is in progress.

² Secretarial Science's equipment only; not counted in total.

IV. Library

PART IV. LIBRARY

General Introduction

In the University of Alaska, Southeast, three libraries provide the centers for the resources and services needed for learning -- the University of Alaska-Juneau Library, the Ketchikan Community College Library, and the Stratton Sheldon Jackson Consortium Library for Sitka Community College.

Among the Southeast libraries, each library is operated independently, and each librarian is responsible to his/her college director (in Juneau, the Chancellor). Therefore, cooperation between libraries is imperative for servicing all needs of the Southeast academic community.

The collections of the libraries are moving beyond the standard books, periodicals, and microfiche into non-print media (Table IV-1). Except for special collections, all material is classified according to the Library of Congress system. With the advent of informal and formal networks among libraries, it is increasingly possible for members of this academic community to borrow material from other campuses in the state and from the strong public libraries and other members of the Pacific Northwest Bibliographic Center through the Alaska State Library. By the fall of 1976 the total bibliographic volume count approached 160,000 and the total staff nine FTE (not counting the staff of Sheldon Jackson, which also serves Sitka Community College).

The libraries' purpose is to effectively serve the university and community by providing and servicing a carefully selected, well-organized and conveniently available media collection. To be effective, the libraries -- their policies, regulations, and services on all campuses -- must be integral parts of the teaching and learning process.

TABLE IV - 1: UASE LIBRARY STATISTICS

DISTRIBUTION OF BOOK COLLECTIONS BY LIBRARY OF CONGRESS CLASSIFICATION

	Juneau 1	Juneau 2	Juneau 3	Juneau 4	Juneau 5	Ketchikan 6	Sitka 7	Sitka 8
	TOTAL			1976-		Est.	Additions	TOTAL
	June 30, '74	1974-75	1975-76	Mar. 31, '77	TOTAL	July, '76	1976	July-'76
<u>HUMANITIES & GENERAL WORKS</u>								
A General Works	260	79	48	37	424	397	1	69
B Philosophy, Religion	1108	194	293	181	1776	848	67	503
M Music	77	20	23	33	153	218	239	346
N Fine Arts	392	76	175	123	766	493	12	298
P Philology, Literature	2981	300	635	603	4519	5023	298	2331
Z Bibliography, Library Science	539	147	269	118	1073	227	7	90
TOTAL	5357	816	1443	1095	8711	7206	624	3639
<u>SOCIAL SCIENCE</u>								
C - F History	2703	331	435	430	3899	4961	37	1269
GR - GT Folklore	54	10	12	10	86	300	8	166
H Social Sciences	1494	315	683	720	3212	2147	60	556
J - K Political Science, Law	592	135	208	233	1168	884	3	186
L Education	776	264	794	263	2097	917	65	313
TOTAL	5619	1055	2132	1656	10,462	9209	173	2490
<u>SCIENCE</u>								
G - GN, GV Geography, Anthropology	384	75	161	126	746	197	8	166
Q	1352	343	635	359	2689	1379	11	411
R - T Medicine, Agri., Tech.	735	444	478	361	2018	1667	44	281
U - V Military, Naval Science	64	5	17	25	111	279	0	23
TOTAL	2535	867	1291	871	5564	3522	63	881
Uncatalogued Bound Periodicals			126	302	428			
YEARLY TOTAL		2738	4992	3924			860	
ESTIMATED TOTAL COLLECTION	13,511	16,249	21,241	25,165	25,165	19,937		7,010

UNIVERSITY OF ALASKA, JUNEAU LIBRARY

In developing its primary objective of service to the university community, the UAJ Library at the Auke Lake Campus has three major areas of responsibility:

1. Providing the full range of library materials -- print and non-print -- in support of all University programs in Juneau and senior college programs throughout Southeast;
2. Providing personnel, services, facilities and equipment for the processing and servicing of these collections; and
3. Providing an awareness of new methods and developments in the library and information/education technology fields in order to adapt to its services as well as plan for future change.

A secondary objective of the library is to share its resources and services directly with the people of Juneau, and through inter-library loan, with the region and the state.

Administration and Personnel. The Head Librarian is in charge of the management and operation of the University of Alaska, Juneau Library. The librarian reports directly to the Chancellor. The UAJ librarians are members of the non-administrative, non-faculty group within the administrative structure of the Southeast Assembly. In the fall of 1976 a student-faculty Library Advisory Council for UAJ was convened to advise the Head Librarian in recommendations to the Chancellor and Southeast Assembly. Interchange between the library staff and the faculty and students is a continuing library goal.

From 1975, when one professional librarian on a ten-month contract and one full-time clerk staffed the library, the staff has grown to one full-time librarian for 12 months and one for 10 months with five full-time clerical positions (two 12 month, two 10 month and one 9 month) and one half-time audio-visual technician. A half-time work study student aide has also been available during the current year. The 6.5 FTE staff possesses exceptional educational experience, is highly motivated, service-oriented and experienced. Their resumes are on file at the UAJ Library.

Budget. The progress of the UAJ Library budget is shown in Table IV-2. Most of the library budget is allocated by the University from the State's General Fund. Recognizing the need for a developing institution to bring a new library up to basic operating levels, the University sought and obtained additional appropriations (Table IV-3). Of \$200,000 in special appropriations and bond monies for the last five years, \$145,000 had been spent as of December, 1976.

Library Facility. The library occupies the second level of Novatney Hall. Gross floor space is 4,500 square feet, divided as follows:

Staff work areas, audio-visual storage	600 sq.ft.
Reader services (microfilm, current periodicals, indexes, reference, circulation and reserve)	970 sq.ft.
Study areas (study stations, including computers)	400 sq.ft.
Stacks	1,540 sq.ft.
Other (traffic aisles, etc.)	990 sq.ft.
Total:	4,500 sq.ft.

The library extends a picture of warm comfortable color with unmatched vistas and invites frequent drop-ins to sample the material or to stop and study. Although fully carpeted, the library is not a quiet place to study. Absence of sound-resistant offices for staff and clerical work, the presence of the computer terminals, and the central location of the circulation desk contribute to the noise level. The library has seating for 40 students, one half in individual carrels. The majority of the student population commutes but the library has seating for only 10 to 15 percent of the enrollment. Student study areas are thus crowded, especially at peak night hours.

Provision has been made in several carrels for small A-V hardware, allowing utilization of the audio-visual software collection. The library, however, is currently short of hardware for the wired carrels. No facility or space for videotape or 16 mm film viewing, conferences or typing is available. Staff offices also serve as storage space, are crowded into an average of 60 square feet per work station, and lack security. By July, 1977, the stacks will be over 80% full. No new stacks can be added because the floor cannot sustain the 150 pound per square foot stress recommended for library buildings.

Reader Services. The circulation system is an elementary self-service process allowing the users to sign and stamp their own books and cards. Statistics on circulation, reserve and reference services (Table IV-4) indicate that library use has steadily increased.

The library was open 40-45 hours a week during the summer of 1976, but it will be open for 64.5 hours in the summer of 1977. The hiring of additional staff in late January of this year enabled hours to be increased from 75.5 to 81.5. Night and weekend hours are particularly important to a commuter campus, since the majority of the classes and student use of facilities occur at these times.

For optimum service, a librarian should be on duty at all times that the library is open. From the level of service actually requested, however, professional time is not always required. An increasing effort has been made to tell the non-students of the community that the library service is also available to them. To help all library users, two handouts are available, one listing the staff, the hours and general library rules and regulations, and one containing a floor plan of the library, locating and describing the major elements.

Faculty are encouraged to bring classes to the library or to invite a librarian to their classes for an orientation session. The staff is prepared to do a bibliographic presentation on a specific subject. Reader services staff time, however, is not sufficient to make a handout of these bibliographies or to have them prepared for AV presentation or for computer assisted instruction. During each of the last three terms a basic one-credit course has been offered, titled LS 101, Basic Library Skills. The course is slanted toward a general familiarity with types of reference tools and toward basic bibliography and assumes a high degree of individual initiative.

Service to courses not taught on the Auke Lake Campus is limited. Senior college courses taught as far away as Ketchikan and Yakutat, in addition to courses taught at the Bill Ray Center and non-university facilities, do not have direct library service. A strength of the Juneau area is the abundance of other libraries which have been most cooperative in aiding students and staff in their fields. Of particular note are the U.S. Marine Fisheries Laboratory at Auke Bay, the Alaska Department of Fish and Game Library, the U.S. Institute of Mines Library in Douglas, the Alaska Historical Library, and the Alaska State Library (under the Department of Education) which has good collections in education and public administration. The library, through use of the courier service, has been able to pick up and return materials -- print and non-print -- quickly after they have been used in the Juneau area. In addition, the inter-library loan service outside of Juneau is assisted by the Alaska State Library's membership in the Pacific Northwest Bibliographic Center and by intra-state library cooperation.

Audio Visual Services. Regional audio-visual equipment services are explored in depth in the Physical Facilities section. The responsibility for service and maintenance of audio-visual equipment for instructional use at the Auke Lake Campus was given to the library in the fall of 1972. A Student Study Center at Auke Lake and teaching equipment for the Bill Ray Center do not fall within the responsibility of the library. Although the library needs more equipment, these needs are indicated in the Physical Facilities section. Maintenance and checkout problems of the AV equipment at UAJ are being partially alleviated by a half-time audio-visual equipment technician.

The library processes requests and prepares rental orders for all 16 mm films and video-cassettes to be used by all UAJ programs. The source might be inter-library loan from film centers in the Alaska State Library, the University of Alaska at Fairbanks or Anchorage or rental from university film centers and commercial firms in the Lower 48. One library assistant devotes approximately one-half of her time during the academic year to this activity. Unless requests are made far in advance, however, scheduling is frequently difficult.

Technical Services. The library at present remains primarily a print collection although it has begun to incorporate all media. Generally the library handles supportive instructional media to keep duplication to a minimum. At its first meeting in the fall of 1976, the Library Advisory Committee recommended the following acquisition plan:

Acquisition Program

	Range of Budget Allocations for Acquisitions
1. Print	
a. Books	50 - 75%
b. Serials (periodicals, newspapers, etc.)	25 - 30%
c. Microforms	10 - 15%
d. Government Documents, Pamphlets	1 - 5%
2. Non-Print	
a. Visual (film, video tapes/cassettes, photographs, slides, transparencies, prints)	5 - 15%
b. Audio (records, tapes, cassettes)	5 - 10%
3. Special Materials	
a. Games, Kits, Maps, Musical Instruments Realia	1 - 5%

The Library Advisory Committee will continue to examine collection weaknesses during 1977.

Acquisitions have been made primarily to support current curricula with a supplementary thrust to building a core collection of materials in all fields. The book selection policy is in the Library Procedures Manual. Standard selection aids continue to be used; among the more prominent are the revised and third editions of the Choice Opening Day Collection and Books for College Libraries. Faculty are also encouraged to make recommendations and their requests receive first priority. In response to faculty requests, a definite but not substantial increase in the purchase of audio-visual material has occurred in the last two years. Students also are encouraged to recommend materials for the library collection. The librarian works to balance the collection in the curriculum subject areas through the use of bibliographies submitted with course approval forms, specialized bibliographies and book reviews. Publisher's announcements are routed to full-time instructors for their review.

In its acquisition of materials the library uses jobbers for books and current periodical subscriptions. Books are pre-processed whenever possible, but increasing amounts of materials need original processing, e.g., audio-visual materials, state documents, and older materials. Although a one-half time (9-month) cataloguer works on these as well as the organization of all materials and maintenance of the card catalog, the library has a rapidly increasing backlog. In general, the processing of non-print materials is time consuming and calls for acquisition of more specialized cataloging aids.

Periodical selection is based on faculty and curriculum needs, with the aid of such tools as Katz, Magazines for Libraries and Farber, Periodicals for College Libraries. Periodical holding use is currently being reviewed to provide fuller support for existing programs as well as anticipating future needs. The collection is deficient in periodicals supportive of the emerging graduate programs, especially Fisheries, and users are dependent on the resources of the nearby National Marine Fisheries Services Laboratory. The library does not have a formal procedure for disposing of obsolete materials since the collection is relatively small and current. Pamphlet files are weeded yearly.

GENERAL ANALYSIS - UAJ LIBRARY

American Library Association Standards Analysis. The following analysis uses pertinent sections of the American Library Association's Standards for College Libraries. The numbers correspond to the numbers of these standards.

1. Objectives: The college library has developed explicit statements adequate to meet the standards.
2. Collections: The quality of library holdings is adequate to support most of the present community college courses, but not the programs of the senior college. Although the book collection is current, it is generally inadequate as discussed under formula budgeting and technical services. Given the available budget, collections are being built as quickly as possible; reasonable (though not sufficient) progress has been made in the past few years. The library is a multi-media facility but so far has been unable to support a 16 mm film and/or video-cassette collection.
3. Organization of library materials meets the standards. The University project of a union list of serials for Alaska is supported.
4. Staff: The staff formula used was that of National Association of College and University Business Officials which dictates a number smaller than that of ALA. The library is understaffed by either standard. A strong point here is that the staff is well qualified, flexible and dedicated.
5. Delivery of service: Complete service is not provided. There is no Reader Services librarian; and professional services are not available at all times the library is open. Even so, service to users is excellent. On the other hand, the presence of additional professional help would enable the library to move into the classroom more frequently, and, by offering better service in a variety of ways, create additional demand. In addition to helping users, the staff seeks suggestions for improvement which it tries to implement. All faculty queried made positive comments to the self-study committee on service received in the library and on the long hours the library was open.

The library is not sufficiently utilized by any segment of population. Reasons for this are a crowded, often noisy facility, insufficient program of reader services, methods faculty use to teach courses, and the nature of the student population. Photocopying equipment exists in the library, but machines producing higher quality copy are needed. Services to students in classes outside of Juneau are not adequately considered; therefore, support for off-campus instruction is minimal. Finally, no cooperative agreements regarding acquisitions and services (other than inter-library loans) have been formalized with area libraries upon which the programs depend.

6. Facilities: According to ALA standards, the college library does not meet any of the itemized standards. According to Formula C in the standards, for its current collection of 25,000-30,000 books, the library should have 5,625 sq. ft. (as compared to 4,500 sq. ft. actually available). According to Ralph E. Ellsworth in Planning Manual for Academic Library Buildings, when stacks are 60-75% full, expansion must be planned. UAJ stacks are now 80% full. Because of structural limitations, no new stacks can be added. The facility is below standard without considering space required for collections of microfiche, periodicals, audio-visual hardware and software, the documents, pamphlets, and computer terminals or addition of a learning lab. According to Formula C, the space for readers is inadequate. No library space exists in the Bill Ray Center which serves the downtown campus. Again, this is basically a budget problem, not a planning problem. Plans to meet facility needs are available.
7. Administration: In general, the administration of the library meets the standards prescribed by ALA. A problem lies in the position of the head librarian in the overall administrative structure of Southeast. The librarian is directly involved in developing the budget. One area of concern is the lack of faculty status of the librarians. The makeup of the faculty in Juneau is threefold: JDCC, SESC, and UAJ, and neither the JDCC nor SESC has included the librarian as ex-officio members. A Library Advisory Committee was formed to increase communications among the librarian, faculty and students, and to open a formal channel for communication between these groups and the library.
8. Budget: The library did not receive full funding of its requested budget. The resulting budget was not adequate to meet current program demands nor to overcome deficiencies. In addition, supplemental funding has not been sufficient to bring the collection up to ALA minimum standards. For complete documentation and formulae see the 1977 working budget document. The committee suggests that the validity of the non-standard (University-developed) formulae be examined as well as the planning decision to count microfiche bibliographic units on a one-to-one basis with books.

Areas of Concern

1. Coordination of Audio-visual with Educational Programs. Because of the absence of clear delegation of responsibility to the library, other UAJ units purchase some of their own audio-visual materials and equipment. This may lead to: a) unnecessary duplication in software; and b) a variety of hardware which may not be compatible.
2. Coordination of Computer Guidelines. It was a good decision for an information source such as the computer to be placed in the library. However, there has been no library computer application in Southeast. For example, a computerized union list of monographic holdings would be an asset to the University, but necessary cost analysis has not been done. Also, there is no access to the data relevant to instructional programs and networks available outside of Alaska.

Recommendations

- A. The overwhelming need is for realistic funding based on the needs of a developing institution.
 1. Top priority should be given to building a new facility that provides adequate space for the library holding and is designed specifically for library functions. The JDCC Student Study Center should be incorporated into the new facility.
 2. The deficiencies in holdings pertinent to many specific programs must be overcome.
 3. The staff should be increased to a level adequate to provide needed services. An immediate need is an adequate reader services staff.
 4. Delivery of services to courses not given at the Auke Lake Campus must be provided. It is not appropriate to make specific recommendations regarding delivery in this area since the University is in the process of reorganization.
 5. Library equipment must be acquired that will provide adequate support for all programs. Examples include photocopy equipment, video-cassette equipment, etc.
- B. The library should be represented on the college instructional councils in UAJ in order to gain advance knowledge of curriculum needs and provide information on library support. For the same reason, the librarian should also be informed of curriculum discussions of the Southeast Assembly Academic Committee.
- C. The audio-visual program should be operated by the library and coordinated with the education program. The development of audio-visual areas to accommodate individual and small group use is important.

- D. Potential benefits of computerization should be assessed.
- E. Cooperative agreements with libraries in the region should be formalized. Primary consideration should be directed to libraries already supporting current programs, such as National Marine Fisheries Services - Auke Bay Laboratory Library, the Stratton Library in Sitka, and the Ketchikan Community College Library.

TABLE IV - 2: JUNEAU LIBRARY BUDGET

FISCAL YEAR	<u>1957</u>	<u>1959</u>	<u>1962</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>	<u>1968</u>
BUDGET ¹	415.43	1,833.25	3,044.84	1,918.00	2,955.00	5,907.75	13,874.36
Personal Services ²				835.00	900.00	1,275.20	6,740.03
Supplies, Services, Miscellaneous ³				183.00 ⁴	165.00 ⁴	865.85	1,973.33
Binding							
Books, Equipment Permanent Materials	415.43	1,833.25	3,044.84	900.00	1,890.00	3,766.70	5,161.00
SPECIAL GRANTS, GIFTS							
Federal (HEW Title II-A) Grants							5,000.00

NOTES:

- ¹ 1957-1962 "University of Alaska Fiscal Reports": 1957, 1959, 1962.
1962-1965 to present: "Annual Report of Library Statistics"
- ² Staff benefits not added until fiscal year 1974 (2a)
- ³ Miscellaneous expenditures include travel, postage, etc.
- ⁴ Includes binding

TABLE IV - 2: JUNEAU LIBRARY BUDGET (cont)

FISCAL YEAR	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>
BUDGET ¹	20,428.77	22,172.62	22,760.29	23,299.00	29,296.00	34,300.00
Personal Services ²	12,600.00	12,017.00	14,809.75	15,939.00	21,145.00	25,229.00
Supplies, Services Miscellaneous ³	3,792.68	2,527.86	2,985.84	3,360.00	2,717.00	3,125.00
Binding	225.89	2,122.78	26.51	210.46	159.00	200.00
Books, Equipment Permanent Materials	3,810.20	5,505.00	4,938.19	4,000.00	5,275.00	5,746.00
SPECIAL GRANTS, GIFTS						
Federal (HEW Title II-A) Grants	5,000.00	5,000.00	2,545.00	9,207.00	none	5,000.00
Gift for Fisk Collection		500.00				
Capital Improvements- Supplemental Grant				50,000.00		

NOTES: See previous page

TABLE IV - 2: JUNEAU LIBRARY

BUDGET (cont)

	<u>FY1975</u>	<u>FY1976</u>	<u>FY1977</u>
BUDGET ¹	81,500.00	142,898.00	182,600
Personal Services ²	54,400.00	98,396.00	122,700
Supplies, Services Miscellaneous ³	15,200.00	18,400.00	20,700
Binding	400.00		
Books, Equipment Permanent Materials	18,500.00	26,102.00	40,200
SPECIAL GRANTS, GIFTS			
Federal (HEW Tital II-A) Grants	4,235.00	3,918.00	3,930.00
State Capital Improvement Funds \$125,000.00			See next page for status
State Special Appropriation-1975 \$ 25,000.00			See next page for status

NOTES: See page before last.

TABLE IV - 3: JUNEAU LIBRARY BUDGET

STATUS OF SPECIAL APPROPRIATION AND 1974 BOND ISSUE AS OF JANUARY 31, 1977

Allocated first by special bond committee in 1975 and reallocated in 1977 by Library Advisory Committee

<u>Special Appropriation 1975</u>	1900-5-42422		
	<u>Appropriated</u>	<u>Spent & Committed (2/11/77)</u>	<u>Reappropriated (2/11/77)</u>
Periodical Backfiles	\$15,000	\$ 463	
SE Alaskana	5,000	2,855	\$ 7,000(General Collection)
AV Materials	<u>5,000</u>	<u>5,336</u>	<u>9,300</u> (AV Mat./Equip.)
Total Appropriation	\$25,000	\$8,650	\$16,300

<u>1974 BOND ISSUE</u>	1900-5-42255		
	<u>Appropriated</u>	<u>Spent & Committed (2/11/77)</u>	<u>Reappropriated (2/11/77)</u>
Books	\$ 63,000	\$52,135	
Microfilm	13,200	19,288	
Equipment	10,200	10,726	\$18,000(General Collection)
Processing Supplies, Personnel	<u>3,750</u>	<u>5,803</u>	<u>19,000</u> (Emerging Senior College Program)
	\$ 90,150		
Uncommitted	<u>34,850</u>		
Total Appropriation	\$125,000	\$87,952	\$37,000

TABLE IV- 4: JUNEAU LIBRARY STATISTICS

(Source: "Annual Report of Library Statistics," dated June 30 of each year)

July 1, '76
Jan. 15

ADMINISTRATION AND PERSONNEL	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977
PERSONNEL													
Professional			.25	1	1	1	1	1	1	1	2	2	1.8
Non-professional	.2	.25	.125				.25	.35	1	1	1.5	3.4	3.8
Student Assistants (in hours)						88	104.5	285	352	1,235	300	822	756
BUDGET (see Table IV - 1 & 2)													
READER SERVICES													
ACADEMIC HOURS (per week)	10	N/A	28	40	40	40	40	48	68	52	52	61	82.5
CIRCULATION DESK													
Books & other materials								1,820	2,348	2,707	4,045	7,301	5,886
AV equipment											573	2,035	1,161
Reserve circulation												525	532
Questions received												987	975
Guest cards							est.25		102	69	N/A	N/A	181
INTERLIBRARY LOAN													
Lent								9	58	35	64	83	47
Borrowed													
Book requests								79	94	27	74	N/A	42
Xerox requests								73	52	15	123	N/A	39
Cassette/records											94	N/A	N/A
Microfiche/film											238	N/A	135
Total	35		2	N/A	N/A	N/A	10	109	120	42	529	165	216
Films Ordered											70	478	423

N/A = Not Available

TABLE IV - 4: JUNEAU LIBRARY STATISTICS

TECHNICAL SERVICES: MATERIALS ADDED	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	July 1, '76 - March 31, '77 1977
Total Volumes**	3,900	4,559	5,222	5,811	7,315	8,398	9,056	10,251	11,081	13,511	16,249	21,241	25,165
Microfilm reels				24	33	119	243	340	374	544	576		620
Bibliographic units of microfilm												646	727
Bibliographic units of microtext												107,238	137,272 *
Phonorecords				42	93	93	93	163	181	234	449	608	732
Videotapes/cassettes												8	8
Tapes, cassettes/16 mm films							17	24		76	76	222	222
Filmstrips/kits							16	18		15	17	49	75
Slides							52	52	52	52	0	0	0
Maps										20	20	53	78
Pamphlets									500	500	500*	500*	500*
Serial titles				81	120	150	173	178	178	241	276	385	501
Periodical titles	22	27	48	74	111	143	160	164	165	225	248	330	470
State documents												2,500	3,130

* Estimated

** For breakdown by Library of Congress, see Table I-3.

KETCHIKAN COMMUNITY COLLEGE LIBRARY

In response to its geographic isolation, the Ketchikan Community College Library maintains a self-sufficient approach to library operation and services.

Community colleges are influenced to a significant degree by the quality of their library resources and services. It is the primary responsibility of the community college library to provide direct support to the academic, vocational, and community service programs of the college. As an added responsibility, the library provides valuable services to the general public. The library was founded in 1954, and a full-time professional position was established in 1968. In 1970 the library became a limited depository for United States Government Documents and currently serves in this capacity under the guidelines of Title 44 of the U.S. Code. The library cooperates with other libraries throughout the state using the inter-library loan codes of the American Library Association and the Alaska Library Association.

Library Holdings and Collection Development. As of July 1, 1976, the Ketchikan Community College Library had 19,745 bound volumes, 648 uncatalogued government documents, and 87 current periodical titles. Since 1970, when the collection totaled 9,980 volumes, an average of 1,600 volumes have been added yearly. The "Standards Recommended for Canadian Community College Libraries" suggests a minimum of 40,000 for the basic library collection for community colleges with enrollments below one thousand full-time equivalents.

Funding for library collection development at Ketchikan has not kept pace with rising acquisition cost for books. A summary of the book budget estimates for Ketchikan Community College since FY 70 is provided below. (Federal grant funds are excluded).

FY 70	\$5,159	FY 74	\$5,515
FY 71	6,109	FY 75	7,435
FY 72	5,833	FY 76	5,041
FY 73	6,201	FY 77	7,500

Only through the careful professional management of library acquisitions and technical processing has the library been able to continue to develop the collection at a rate necessary to accommodate college and community needs. The library has been able to accomplish this task by shifting to paperbacks, and taking full advantage of library book sales. In 1973 the library shifted to a completely self-sufficient technical processing system without increase in staff, providing a significantly lower processing cost than was available from other sources.

Ketchikan does not have another major library available in the community that can significantly complement their collection; however, Ketchikan Public Library does have a fine collection of Alaska books which this library does not attempt to duplicate. The Ketchikan Community College Library has developed two areas of special interest: Indians of North America and Western Americana.

The collection has not reached the size where it is professionally wise to weed it to any major degree. While the collection is dated in many areas, these materials provide historical supplements to current titles. The development of this collection has been based on a pattern of slow but steady growth.

Faculty and patron participation in book selection is encouraged and given prompt attention by the library staff. Emergency requests are processed immediately. The local technical processing of materials is efficient and economical; delays experienced when materials were processed by commercial or system-wide processing centers have been eliminated.

Library Staffing. The library has one professional librarian and one library assistant, and the regular semester schedule is:

Monday through Thursday	- 9 a.m. to 10 p.m.
Friday	- 9 a.m. to 4:30 p.m.

The present library staff is able to maintain a full-service library operation of technical services and public services. In addition, the staff provides audio-visual support for the classes and programs at the college.

The library prepares all requests for 16 mm motion picture films used in classroom instruction. The library also schedules and operates an audio-visual room as part of the library facility. The library also provides audio-visual support for the college affiliated film society which schedules programs on a regular basis.

At the present time the library work year is limited to ten months and a serious backlog develops for two months during the summer. In addition, the closure for these summer months reduces the potential effectiveness of the library as a community resource.

Library Facilities. The Ketchikan Community College Library moved into its present facility in 1969. During the summer of 1975, the library was renovated and fully carpeted. Additional library shelving for 40,000-45,000 volumes was installed in August, 1976. With some minor renovations additional space is projected in long-range planning for Ketchikan Community College. The library has a seating capacity for about 40 and additional space is available for a student typing room and microform reading room. The library is well lighted and benefits from a view window that looks out over the Tongass Narrows. The microform reading room is also used as a listening room with records and player available. The library also schedules the use of an audio-visual room and provides assistance in the operation of film projectors. Ample space for storage is available in a library work room that is separated from the public areas of the library. The library is furnished with a wide variety of classroom chairs, general purpose tables and old study carrels.

Library Budget. The library budget and budgeting process are major areas of weakness. Most of the difficulties seem to center on University-wide policies that are not limited to libraries or Ketchikan Community College. Each year the University makes major changes in the budgeting process that are rather difficult to understand. The general trend seems to remove the budgeting process from the grassroots level and centers it with a central planning administration. Local budget recommendations are made, but it becomes more and more difficult to maintain them in the final budget.

In 1976 the University of Alaska libraries were required to make a Program Cycle Review as part of the FY 78 budget planning process. On short notice, Ketchikan Community College prepared a careful draft of its projected library needs, most of which were omitted from the regional plan. The result was that the budget review cycle for FY 78 does not clearly, adequately, or economically represent Ketchikan's library needs.

Library Statistics. The Ketchikan Community College Library is included in the annual statistical report for University of Alaska libraries. Statistics are maintained as required for this annual report. In September, 1976, the library began to measure circulation and patron count. Special measurements and surveys are conducted from time to time as needed. Because of the availability of the annual University report, specific statistics are not duplicated in this self-study, but are on file in the library.

SUMMARY OF STRENGTHS AND WEAKNESSES

Strengths

1. Excellent well-balanced library collection.
2. Steady rate of collection growth. Although the library has lacked funding for large scale acquisitions, quality rather than quantity has been stressed in book selection.
3. The library now has enough depth in the collection to provide students and faculty with a variety of titles in specific subject areas.
4. The library has a collection specialization in such fields as Indians of North American and Western Americana which are valuable resources of benefit to the whole state.
5. With a staff of two, the library provides a full-service operation emphasizing both economy and quality of service.
6. The library is fully functional in acquisitions, technical services, and public service.
7. Excellent faculty participation and cooperation in book selection.

8. Prompt acquisitions and processing of library materials.
9. Library facility has been planned to accommodate future growth with a minimum of renovations or changes.
10. Improved library cooperation. The library provides valuable supplementary services to the Ketchikan Public Library and the local school libraries. Special mention should be made of the professional support and advice provided by the Elmer E. Rasmuson Library in Fairbanks, the Alaska State Library, and the University of Washington Library.

Weaknesses

1. Lack of adequate maintenance level funding. Ketchikan did not receive a maintenance budget in FY 76 and FY 77.
2. The two-month layoff creates a serious problem with backlogs and reduces the library's effectiveness as a community resource.
3. The regional approach to library budgets does not effectively reflect Ketchikan's library needs and goals.
4. The present organizational structure above the local college level makes it more and more difficult for Ketchikan to communicate its library needs.

RECOMMENDATIONS

Library Holdings and Collection Development. To achieve its goals and improve its service, the Ketchikan Community College Library should continue and expand its role as a full-service and self-sufficient library operation. To continue the growth and development of the library collection, the loss of maintenance budget which began in FY 75 should also be corrected. Although Ketchikan is one of the few community colleges in Alaska that has been able to build a well balanced opening day collection, the library holding must continue to grow and develop.

Library Staffing. One of the 1976-77 goals of Ketchikan Community College is to establish an eleven-month period of library operations from August 15 until July 15, with a one-month closing. It is strongly recommended that the positions of librarian and library assistant be established for a minimum period of eleven months per year. Summer programs at the college would also benefit with access to library services. The employment of additional staff members should not be needed so long as the library does not maintain weekend hours.

Library Facilities. Long-term projects should be considered to upgrade library furniture as funding is available. Plans should also be made for the time that the library will need to expand collection space into an area now used as a general purpose classroom. The placement of some casual lounge furnishings in the large foyer located in front of the library is recommended.

Library Budget. Major changes are needed in the University's budget process to restore local input. Local participation in budget preparation and system-wide planning reports should be re-established. Guidelines for this recommendation are found in the current ALA Standards for College Libraries. Standard 8 is listed below:

The college librarian shall have the responsibility for preparing, defending, and administering the library budget in accord with agreed-upon objectives.

Sound maintenance level funding based on the careful analysis of library needs should be established.

General Operations. Local autonomy as the primary approach to library operations and services should be upgraded and emphasized. Encouragement is needed for local input and participation in a Statewide study of audio-visual needs. Library cooperation and the improvement of communications within the University Library System should be promoted. The annual Statewide librarian's meeting as a forum for promoting long-range planning should be maintained.

SITKA COMMUNITY COLLEGE LIBRARY

DESCRIPTION AND ANALYSIS

Introduction. Beginning with the fall semester of 1976, the library holdings of the Sitka Community College were housed with that of Sheldon Jackson College in their Stratton Library, a facility completed in summer 1974. Prior to that time, an SCC faculty member had worked in a classroom library on the SCC campus.

In the new consortium library, services combine to benefit students at Sheldon Jackson College and Sitka Community College as well as the community at large. Services available to students include the collections of reference and general books, periodicals, and individualized assistance through the learning center and duplication of audio materials. The two collections have not been merged as yet but plans have been made to do so as soon as possible. The library is also a depository for Federal and State documents and is actively involved in the inter-library loan program.

Library Holdings and Collection Development. The present holdings in the joint-use library total over 42,000 volumes. Assuming no reduction in acquisition budgets, additional volumes will be added at approximately 1,600 per fiscal year. The consortium library is strong in certain areas, most especially the humanities and general works, the social sciences and natural resources. Holdings are weak in the health sciences, business administration and the generalized area of industrial education. As of June 30, 1976, before the consortium, Sitka Community College holdings comprised 7,000 volumes, 47 current serials, approximately 225 phonograph records, a few filmstrips, and 40 audio cassettes.

A list of volumes by major classifications of the holdings of the Sitka Community College only is contained in Table IV-1. Because the collection of the library of the Sitka Community College is new (the first books were ordered in 1968), there has been no need to discard obsolete library materials. The Stratton Library book holdings comprise more than 35,000 (exclusive of SCC) volumes in addition to audio-visual materials.

The combined libraries of the two colleges have obvious strengths: a stronger collection of periodicals and journals, more books in one central location, one staff to maintain both collections, larger budget for ordering new books, and less duplication in titles. Weaknesses are apparent in the amount of space available, lack of storage space for volumes of journals, and the location of card catalogs on different floors. (The latter will be corrected during the summer of 1977).

The faculty helps in the selection process and is encouraged to make recommendations. Since there is only one faculty member in each field at Sitka Community College, much of the selection of books is made through the use of Choice, Bertalan's The Junior College Library Collection (1970), Mapp's Books for Occupational Education Programs (1971), and Pirie's Books for Junior College Libraries.

Staff and Services. The training, experience, and performance of the professional and non-professional staff of the Stratton Library (consortium library) is satisfactory. There are two professional librarians, two library assistants, and student assistants. During the summer, and sometimes during the regular school year, there are volunteers who are retired professional librarians. Stratton Library also has a staff member working with inter-library loans, but the extraordinary amount of time required for a book or other materials to arrive is a problem.

The hours of operation during the academic year are adequate. The weekly library hours are 8:00 a.m. to 6:00 p.m. Monday through Friday; 7:00 p.m. to 10:00 p.m. Monday through Thursday; 12:00 p.m. to 5:00 p.m. Saturday; 2:00 to 5:00 p.m. and 7:00 to 10:00 p.m. on Sunday; or a total of 73 hours. The librarian of the Stratton Library (consortium library) keeps records of the use of the library by circulation, patron attendance, and the number of new materials processed. The daily operation of the Stratton Library is one that attracts students. Instruction given students on the use of the library includes a detailed handout and individual assistance by the staff.

Facilities. Since the Stratton Library is new, the lighting is adequate, the furniture and equipment are new, pleasantly arranged and in good condition, although with the addition of the Sitka Community College collection the facilities have become somewhat crowded. The library is housed on two floors. On the second floor are a learning center, a secure archives room, a faculty and staff lounge, a seminar room, a typing room and a native language center. The lower floor has the librarian's office, the circulation and processing areas, the reference area and main catalog, documents and pamphlets, and storage areas. The major part of the library's collection is also located here, in open stacks, along with a separate reference room for Alaska materials and a large audio-visual room. Study carrels and tables are provided strategically on both floors.

As stated earlier, one of the strengths of the library is the combined collection in one central location. The location is convenient for students and faculty of Sheldon Jackson College. However, it is not entirely convenient for students and faculty of Sitka Community College. For this reason, the students and faculty of the community college do not make as much use of the library now as they did when the library was located in their own classroom building.

Budget. Unlike the other UASE libraries, at present SCC library budget is adequate to provide the necessary services and to keep pace with the growth of the institution.

Recommendations. Since the move has just been made to join the two libraries, it is too early to know exactly what recommendations need to be made. However, it is obvious that the two collections must be joined for easier accessibility and utilization. This process should begin in summer 1977. Duplicates found in this process should be replaced by new materials that will fill the gaps now in the collection.

V. Educational Program

PART V. EDUCATIONAL PROGRAMS

The basic document relating to all educational programs at the University of Alaska, Southeast is the 1977-1978 Catalog. The Catalog represents, as nearly as possible, the courses taught or to be taught during the instructional years 1976-1977 and that of 1977-1978. In addition to this course listing, the Catalog contains a statement of the regional goals for higher education as well as the specific goals of each of the colleges. General degree requirements for graduate, baccalaureate, and associate programs are provided and statements of program objectives indicated. The Catalog is considered to be the institution's contract with its constituents.

In preparation for this Self-Study, each component of the University of Alaska, Southeast (UASE) reviewed its total educational program with regard to objectives, strengths and needs for the ensuing year. This section of the Self-Study represents a summary of these extensive reports. The component reports are on file with the Accreditation Liaison Officer and will be available to the Evaluation Committee upon request.

The total educational programs of the components of UASE are not meant to be comprehensive in the same sense as those programs offered at large metropolitan institutions. Faculty and administrators within each college strive to direct their individual programs to meet the specific needs of their communities. To enhance this endeavor, an open and flexible schedule has been attempted. Each of the colleges within the region schedules its offerings when they are most needed by students.

Extensive evening programs are maintained at all units and only in the last year have daytime offerings been of any magnitude. Summer programming has been provided, but only in limited fields. In the summer of 1977, the first formal summer session involving both undergraduate and graduate programming will be instituted in Juneau. Two three-week mini-sessions, or the combined six-week session, will be complemented by a four-week period reserved for special programs, workshops, and seminars. Credit will be based on 840 minutes of lecture instruction for each credit awarded and 1,680 or 2,520 for each credit of laboratory instruction provided. These units of instruction are the same calculations used for the regular 15 week fall and spring semesters.

The practices and procedures for the course introduction and new course approval encourage initial input from a variety of sources; however, the ultimate responsibility for course content is with the instructional faculty. A formal procedure is followed for approval of all courses and programs, the exact steps followed depending upon the nature of the course or program.**

**Course Development Booklets are prepared on all courses -- special topics courses and courses being submitted for Catalog consideration. Once approved, these booklets are maintained in the office of the college director and upon periodic review are updated or rewritten.

For Special Topic courses (non-catalog, first- or one-time offerings, community interest or specific group type offerings) the approval flow would be from the instructor to his/her coordinator, the college director, and finally to the Chancellor. Non-credit courses receive final approval at the director level. Catalog courses and program proposals proceed along slightly different lines. Upon clearance at the coordinator level and subsequent forwarding to the director level, the proposals are reviewed for recommendations by the local College Instructional Councils. From the C.I.C.'s, the proposals are sent to the Regional Assembly for review and recommendation by the Assembly's Academic Committee with subsequent recommendations, and forwarded to the Chancellor. At the time of this writing, several changes in the procedure were being considered. These changes are only procedural in nature, not in substance, but cannot be addressed at this time. One further checkpoint, however, is needed for degree programs and/or courses which have Statewide implications. Once approval for these is obtained at the regional level, further review and approval is necessary by the Committee on Academic Policy, a committee comprised of representatives of the Statewide University Assembly as well as the four Chancellors.

The above procedures are admittedly conservative, allowing for careful consideration of any regular curricular change by any and all affected parties. Students and alumni, as well as faculty and staff, have opportunities for input at more than one point in this change process. These procedures also complement the on-going curriculum review through instructional evaluation by students as well as through individual faculty self-evaluations.

Across the Southeast, the gifted or exceptionally well-prepared student is not provided the same "extra" course offerings as the students not so well prepared. The only recourse these students currently have to replace an honors program is "independent study". Few faculty have the time to provide the needed support to such educational endeavors and due to heavy regular teaching loads often find it necessary to refuse requests for assistance. This is an area which needs further development, but realistically can only be a viable component of the educational program when the basic necessities have been fulfilled.

All developing aspects of the educational program follow the review process presented and undue proliferation of course and program development is unlikely. Courses are reviewed to assure their appropriateness to the program goals with a required periodic review by faculty, administration and advisory groups from the community. The current class minimum size of eight students does offer some constraints to consistent program scheduling and student planning. Alternatives to assure program integrity and continuity to preclude the cancellation of core program courses with less than eight enrollees are being explored. Similarly, articulation between the Community College and the Senior College has not historically been as good as it should be. Communication links have been recommended, using the college instructional councils as the medium for open exchange of program needs and developments as well as the exchange provided from within the Southeast Assembly.

It will be evident in the material that follows that the University of Alaska, Southeast is in a dynamic state of program development. During the two years since the candidacy study, Southeast student credit hour production has increased 62 percent, with the community colleges increasing at 127 percent. New programs have been initiated at all levels and some older programs modified. Limited residential facilities have been established in Juneau with a resultant increase in the number of full-time students which in turn should provide stability to course scheduling endeavors. Continued expansion in selected areas is still required due to the diversity of the different college settings. Limits, however, must be set on other areas of study to maintain or renew high quality in overall program integrity. Considerable internal evaluation, review and counsel will be necessary to achieve this important goal.

SOUTHEASTERN SENIOR COLLEGE

1976 - 1977 College Summary

Teaching Faculty	FT	PT
Professors	1	
Associate Professors	4	
Assistant Professors	6	
Instructors	2	
Lecturers		45

SSC CREDIT HOUR PRODUCTION

	<u>Headcount</u>	<u>Student Credit Hours</u>	<u>FTSE</u>
1972-73	545	1633	Not Available
1973-74	1280	3948	312 (Estimate)
1974-75	1325	4295	336
1975-76	1616	4887	370
1976-77	1532	4985	378

Prior to July, 1972, upper division and graduate courses were offered in Southeastern Alaska by extension through the Division of Statewide Services in Fairbanks. Course offerings were according to demand and no upper division or graduate degree programs were available. In July, 1972, due to increasing enrollment and student request, the Southeastern Senior College was established. This regionwide senior college was established to meet the higher education needs of the scattered, relatively small communities in Southeastern Alaska. Initially three degree programs were implemented, two with local control and one emanating from an existing Statewide program. The two local programs were the Master of Public Administration program in Juneau, and the Teacher Education program regionwide. The Master of Engineering and Science Management program was offered, but was staffed by professors who travelled to Juneau from the Fairbanks and Anchorage campuses. In July, 1974, a formal reorganization took place and the Southeastern Senior College was restructured with four divisions: the Division of Teacher Education, the Division of Management Sciences, the Division of Fisheries, and the Division of General Studies.

Division of Teacher Education

1976-1977 Division Summary

Teaching Faculty	FT	PT
	6	26
FY 75 Student Credit Hours	3537	
FY 76 Student Credit Hours	3164	
FY 77 Student Credit Hours	2917	

The primary objective of the Division of Teacher Education is to prepare students for careers as elementary, secondary, and special education resource teachers and as guidance counselors, principals, and superintendents of schools. This objective is principally fulfilled through the baccalaureate, certification and master's degree programs. Other specialized in-service training programs for educators are also provided.

Prior to 1975, the teacher education programs were traditional in nature, but in 1975, a change to a competency-based format for the elementary education program was begun. The results of this delivery system in Southeastern Alaska show considerable promise for success in other areas of Alaska. Special topics courses and independent study supplement the regular course offerings to make training relevant and congruent with the needs of students.

The strength of the Division of Teacher Education includes a well-prepared faculty, one which is willing to perform extensive regionwide travel to meet with students. This same travel, however, is a deterrent to regular class meetings as weather conditions sometimes preempt the maintenance of the regular schedule. Lack of availability of adequate reference materials in outlying regions is another problem area. The Teacher Education Division is also somewhat hampered in that upper division courses in the Arts and Sciences (or General Studies) are limited, preventing secondary education students without a major field already completed from entering the program. Elementary education students are also limited in the subject matter content specialities which they can complete. With the expansion of the Division of General Studies, it is predicted that this problem will be somewhat alleviated. This expansion will require additional faculty, however, and put further strain on space requirements for classrooms, library facilities and faculty offices. The new Fisheries Building scheduled for completion in November of 1977 should free-up some much needed classroom space.

Division of Management Sciences

1976-1977 Division Summary

Teaching Faculty	FT	PT
	4	9
FY 75 Student Credit Hours	642	
FY 76 Student Credit Hours	1144	
FY 77 Student Credit Hours	963	

The role of the Division of Management Science in Southeastern Alaska is to provide management education for the public. Bachelor's or Master's Degree programs in public administration, business administration and engineering and science management are designed to fulfill this role. Additional programs are envisioned in such areas as natural resources administration, health care administration and small business management. Because the Division is relatively new, current course offerings are restricted to required courses and a limited number of electives.

In addition to the elective limitations mentioned above, the degree programs are confined to the Juneau area but are planned to be expanded to other cities in the region. Selected courses within the degree programs have been offered in outreach, but full degree programs are confined to Juneau as mentioned above. To provide greater staff utilization, it is proposed to develop a common core of courses within the management sciences, reducing duplication of course content and staff effort. The availability of computer hardware this last fall has greatly enhanced the growth and applicability of division programs to the needs of business, government and industry.

Division of Fisheries

1976-1977 Division Summary

Teaching Faculty	FT	PT
	2	4
FY 75 Student Credit Hours		20
FY 76 Student Credit Hours		432
FY 77 Student Credit Hours		710

The fisheries program of the Southeastern Senior College is concerned primarily with the study of marine and anadromous fishes. The purposes of the Division of Fisheries are to offer students the opportunity to obtain a B.S. or M.S. degree, to upgrade their knowledge and skill in fisheries and related disciplines, to offer the community the opportunity to learn about fisheries matters, and to conduct student and faculty-oriented research. The M.S. degree program is already a viable program and the undergraduate degree offerings are just beginning to draw students. Both programs are currently limited by a lack of science teaching and research facilities as well as equipment. With the completion in late 1977 of the first phase of the new fisheries science building, additional full-time faculty and space will be available to direct the program. Equipment will still be limited for several years, and until additional space is provided the Division of Fisheries will continue to share facilities with the National Marine Fisheries Service and the Alaska Department of Fish and Game laboratories and in the field.

Faculty strengths are in the areas of biochemistry, fish genetics, salmonid ecology and gray whale population estimation and management. Weaknesses

are in the areas of marine botany, invertebrate zoology, oceanography, limnology, aquaculture, population dynamics, coastal zone management, fish behavior, and international law and negotiations. Some of these areas are being covered by part-time faculty, but most of these will be provided by new full-time faculty during the next two or three years. Additional guest faculty and lectures sponsored through the Sea Grant Lectures will supplement local efforts.

Division of General Studies

1976-1977 Division Summary

Teaching Faculty	FT	PT
	0	7
FY 75 Student Credit Hours		114
FY 76 Student Credit Hours		147
FY 77 Student Credit Hours		395

The Division of General Studies is primarily a service division providing upper division general support courses for degree programs offered by the college. The Division has also been charged with developing a Bachelor of General Studies degree program for students in Southeast Alaska, and with providing continuing education courses to meet in-service education needs of client groups whose areas of interest lie outside of the programs of other divisions. In order to meet these obligations, a reserve of part-time instructors will need to be developed throughout the region as full-time staffing is not anticipated for several years.

JUNEAU-DOUGLAS COMMUNITY COLLEGE

College Summary

Faculty	1975-76		1976-77	
	FT	PT	FT	PT
Director	1		1*	
Coordinators	4		3	
Teachers	13	21	18	50

JDCC CREDIT HOUR PRODUCTION

	<u>Headcount</u>	<u>Student Credit Hours</u>	<u>FTSE</u>
1972-73	519	2998	200
1973-74	754	3505	234
1974-75	1518	6132	409
1975-76	1620	6537	437
1976-77	2371	9545	636

* The Coordinator of the Division of Career Education is also the Acting Director.

Officially organized on April 11, 1956, under the Community College Enabling Act, Chapter 57 of the Session Laws of Alaska, 1953 Legislature, the Juneau-Douglas Community College opened on September 19, 1956, as a unit of the Juneau-Douglas Independent School District. The college was jointly sponsored by the University of Alaska and provided educational services to the communities of Juneau and Douglas and their environs. In 1962, the State Legislature made the University of Alaska solely responsible for the academic program. The College is responsible for providing all lower division undergraduate instruction across the northern portion of the Southeast Region (above latitude 58 degrees). Within the Juneau area, the College operates principally at two locations, the Auke Lake campus which opened in 1969, and the Bill Ray Center in downtown Juneau (scheduled to open spring semester 1977, but not ready by that time). While the Bill Ray Center was being built, the downtown facility consisted of two double trailers. Courses were frequently held at other locations such as public schools or churches.

The Community College structure has undergone considerable change in the last three years, now consisting of three major divisions and an adult basic education branch. The divisional structure includes a Division of Arts and Sciences, a Division of Career Education and a Division of Business. Consideration is being given for the development of a Division of Community Services which would be responsible for the non-credit offerings of the Community College, including the adult basic education activities.

Juneau-Douglas Community College seeks to meet post-secondary educational needs in the community. Students are encouraged to seek intellectual stimulation and to learn specific skills necessary for education or occupational advancement. These activities are commensurate with the institutional statement of purpose addressed in Part One of this study and stated in the Catalog. The General Education requirements for all degree programs offered by the University of Alaska also speak to these concepts. To assist students to be prepared to pursue their educational

activities more effectively, developmental courses are offered in the subject areas of English, reading, and mathematics. Placement tests have been developed by the faculty to evaluate a student's readiness to proceed with the regular course sequences. At the present time, test results are evaluated by faculty and counseling staff and recommendations for enrollment into the developmental courses are discussed with the students. Ultimate enrollment is still voluntary. Recommendations, however, are being developed to require all entering program students to complete the English and mathematics placement instruments, and to do required developmental work should their scores fall below a specified cut-off point. Expansion of the remedial program at both the Auke Lake and downtown locations has been recommended and steps are being taken to accomplish this expansion. An additional remedial area is also offered, but not from within the regular academic programs. The Adult Basic Education program provides for the student for whom English is a second language. This newly implemented activity is an important adjunct to the Basic English developmental course for those students who also experience language difficulties.

Division of Arts and Sciences

1976-1977 Division Summary

Teaching Faculty	FT	PT
Coordinator	1	
Teachers	9	24
FY 75 Student Credit Hours	3218	
FY 76 Student Credit Hours	3484	
FY 77 Student Credit Hours	4658	

The Division of Arts and Sciences has full-time teaching faculty in the major fields of English, art, biology, mathematics, sociology, anthropology, history and early childhood education. Several of these faculty also supplement the offerings in reading, oceanology, philosophy, political science and physics. Part-time staff provide the instruction in other divisional course areas: police administration, home economics, education, English, reading, mathematics, psychology, chemistry, biology, history, art, foreign language, music and speech. Associate of Arts degrees with emphasis in a variety of areas are offered, and these may be reviewed by referring to page 46 of the Catalog. A certificate program is also offered in Early Childhood Development. General lower division course work is available which will enable a student to transfer to most four-year programs with the majority of the first two years of general requirements completed, and the specific requirements for those degree programs offered through the Southeast Senior College. The Student Study Center provides the support facility for the developmental courses in mathematics, English and reading. In addition to the academic offerings, community service courses are developed to meet general areas of community interest.

Program development in a variety of areas has been limited by the availability of adequate space and equipment. The developmental courses, biological and physical sciences, and the art and music program areas require special facilities and equipment. Some relief for the sciences is foreseen with the projected construction of the fisheries science facility. The remaining fields will need to await further facility development. Some further restrictions have already been mentioned, i.e., the minimum class size which in the past has made it difficult for students to be assured they could receive their projected course needs. Additional storage space for equipment already on hand is also needed.

Division of Business

1976-1977 Division Summary

Teaching Faculty	FT	PT
Coordinator	1	
Teachers	4	17
FY 75 Student Credit Hours	2379	
FY 76 Student Credit Hours	2101	
FY 77 Student Credit Hours	3235	

The Division of Business provides opportunities and preparation in the fields of accounting, business administration, computer information systems, economics and secretarial studies. Certificate and degree programs are available with an emphasis in accounting, business administration or secretarial studies. In addition, courses are offered for community interest, training and upgrading of occupational skills of persons employed in such areas as medical office assistant, legal secretary, general secretarial or office management and bookkeeping or accounting activity. Preparation for the Certified Professional Secretary examination is also provided.

The basic strength within the Division is the general academic level and strong vocational experience of the staff in their respective fields. The major staff weakness is the need for upgrading into complementary and not competitive areas. In order to more adequately spread a small staff to meet the needs of students and to utilize an inadequate facility and minimal quantity of equipment, an Office Occupations Laboratory has been developed. This lab provides for an open entry-open exit program, allowing for individualized instruction and flexible scheduling. The Associate of Applied Science degree programs with emphasis in accounting or business administration are currently being reviewed and will be reorganized for the next academic year.

As has already been mentioned, physical facility space and equipment are currently at a minimal level. Even with the advent of the new facility for next year (the Bill Ray Center), the combined utilization with the Adult Basic Education program and the Division of Management Sciences, Southeastern Senior College, will not provide for much of the needed relief. Funding restrictions also prohibit adding sufficient staff to adequately provide for student needs in business administration and computer information services.

Division of Career Education

1976-1977 Division Summary

Teaching Faculty	FT	PT
Coordinator	1	
Teachers	3	4

FY 75 Student Credit Hours	240
FY 76 Student Credit Hours	952
FY 77 Student Credit Hours	1652

The Division of Career Education provides occupational training and re-training in the fields of automotives, diesel, marine technology, construction trades and welding. The Associate in Applied Science Degree in Power Technology, Marine Technology or Construction Technology is available to those wishing to pursue a degree program in a particular occupational field. Certificate programs are provided in Automotives, Diesel, Marine Engine Repair, Woods/Construction, and Marine Carpentry. In addition, courses are offered to provide retraining for those individuals who are currently unemployed or underemployed. Students completing such courses will be able to qualify for entry level positions in the areas taken. The Division also offers courses to meet the vocational and in-service needs of the community for vocational/technical training.

The Division is just conceptualizing some programs, just beginning others, and is now receiving feedback on existing areas. Each program is being monitored against the need assessments prior to program implementation, on-going evaluations of program effectiveness, and future follow-up studies of graduates. It is felt, at this point in program development, that the current offerings of the Division are meeting student and community needs. For example, marine carpentry, boat building, and diesel and gas power clearly relate to our community and are areas that Career Education has expanded to meet the needs of the community.

The strength of dedication of the faculty of the Division is its greatest attribute. The balance of their subject area speciality background and experience is extensive. Formal academic training is lacking, but each member has developed a program timetable to reduce this deficit. The greatest problem facing the divisional staff is one of space. Long-range plans call for the addition of the second floor to the woods shop which opened in January, 1977, and a new diesel and welding shop building. Thus, current programs are in cramped quarters and all the equipment needed for total programming cannot be obtained without space to set it up for operation.

Adult Basic Education

1976-1977 Summary of Activities

	1975-76		1976-77	
	FT	PT	FT	PT
Faculty				
Acting Director	1		1	
Teachers	2	4	1	5
Headcount	303			

The Adult Basic Education Program provides basic (elementary) and secondary education to adults over eighteen years of age. Basic Education includes classes in English and mathematics, as well as individual study in science, social studies and literature in preparation for the high school equivalency (GED) examinations. GED testing is also provided. Civil Service Exam preparation, job skills and general brush-up studies for adults wishing to orient themselves to the community and job market are also offered. All services at the center are at no cost to the student. Similar services are provided at locations outside the downtown center location: local outreach sites, the Southeast Regional Correctional Institution, Yakutat, Hoonah, Angoon and Tenekee Springs.

The ABE staff has been active in the pursuit of grant funding to continue their activity. The uncertainties of such fundings, however, make the continuity of program development tenuous and the transition of the program from one year to another is difficult to insure. The long-range college commitments to the ABE program activities need to be reviewed and clarified. It needs to be added that some organizational changes are being considered which involve the structural relationship of ABE to and within the Community College. During the spring semester, the Community College in Juneau was authorized to develop a Division of Community Services. Partial funding was authorized for a division to develop and implement the non-credit community interest program activities which in part have been conducted by the three academic Divisions, or to some extent, not conducted to the extent program plans would indicate desirability. For a variety of reasons, the new Division was delayed in implementation. Had it been activated, ABE activities would have likely become a component of the division program. With this new structure the continuity felt lacking would have had the staffing to have been provided. The implementation for the next fiscal year will await current funding by the legislature.

KETCHIKAN COMMUNITY COLLEGE

College Summary

	1975-76		1976-77	
	FT	PT	FT	PT
Faculty				
Director	1		1	
Coordinator			1	
Teachers	8	13	8	28

KCC CREDIT HOUR PRODUCTION

	<u>Headcount</u>	<u>Student Credit Hours</u>	<u>FTSE</u>
1972-73	499	1907	127
1973-74	380	1586	106
1974-75	994	2458	164
1975-76	1298	3318	221
1976-77	1369	3762	251

Ketchikan Community College was established on August 2, 1954, under the provisions of the Community College Enabling Act of the Territory of Alaska, Chapter 57 of the Session Laws of Alaska, 1953. In April, 1962, the College became an integral part of the University system, operating in cooperation with the Ketchikan Gateway Borough School District. The service area assigned to the College covers all of Southeastern Alaska south of the 56th parallel. Other than Ketchikan, Metlakatla and the "west coast" areas of Prince of Wales Island provide the largest population concentrations. Program extension to these communities is now under development.

Following a history of secondhand buildings, Ketchikan Community College now occupies two structures of its own. The first structure, the Ziegler Building, contains the library and vocational facilities. The second structure, as yet unnamed, contains general classroom facilities and staff offices. A third building to house a vocational technology lab facility has recently been purchased and is currently being remodeled.

Ketchikan Community College seeks to provide educational opportunities for post-high school age residents of its service area. Programs are designed to provide for the student who wishes to prepare for transfer to a four-year institution or who wishes to obtain up to two years of general college level education. Other programs are designed to serve those who wish to prepare themselves for specific job opportunities, whether by completing a degree program or incidental courses. In addition, persons who wish educational or vocational guidance are provided this consultation. Curricula is provided for an Associate of Arts Degree with program emphasis in Humanities, Social Science or Secretarial Science. The requirements for an Associate of Applied Science Degree with an emphasis in Diesel Technology is also obtainable. Pre-elementary education program requirements to complete the Bachelor of Science program offered by the Southeastern Senior College may also be completed. Besides the above opportunities, certificate programs may be completed in diesel and secretarial studies content areas, and preparation is available for those desiring to

work toward a high school diploma for adults or qualify for a diploma through GED testing. Aiding greatly in the presentation of courses and programs is the excellent library and learning resource center at the disposal of students and teachers.

The strengths of Ketchikan Community College include a sound basic physical plant from which to expand, an involved faculty and administration who possess the sound desire to meet the needs of the service area, a greatly increased community service program, and goals to expand the vocational/technical offerings. As with any small college, the ratio of cost to output is high, and recent course minimum enrollment requirements designed to offset the high cost of small classes has placed a critical demand on program development. A basic skills development center is also needed to augment the newly developed individualized mathematics instruction. Such a center would also provide outreach into many of the smaller communities in the service area.

SITKA COMMUNITY COLLEGE

College Summary

Faculty	1975-76		1976-77	
	FT	PT	FT	PT
Director	1		1	
Teachers	4	22	6	19

SCC CREDIT HOUR PRODUCTION

	<u>Headcount</u>	<u>Student Credit Hours</u>	<u>FTSE</u>
1972-73	267	818	55
1973-74	270	1027	69
1974-75	681	1634	109
1975-76	893	1943	130
1976-77	1007	2304	158

Sitka Community College was officially organized and opened in September of 1962 as a unit of the University of Alaska, Southeast, and operated in cooperation with the Sitka Borough School District. The Sitka service area lies between the 56th and 58th degree parallels of North latitude. The primary location of offices and classrooms is on Sawmill Creek Boulevard where both day and evening classes are held. The facility at this location was opened for the fall 1976 term. Additional classrooms are available through the local schools for evening class programs. In addition to these facilities, Sitka Community College of the University of Alaska has entered into a consortium agreement with Sheldon Jackson College, a private Presbyterian two-year college in Sitka. This agreement, entered into in 1972, enables students to have more flexibility in course scheduling than was previously possible. Students from both schools benefit with expanded course offerings and access to other facets of the two schools, including the libraries.

Students at the Sitka Community College may complete work for either the Associate of Arts or Associate of Applied Science degree. Programs in secretarial studies lead to either degree, and specializations leading to the Associate of Arts are available in the liberal arts, humanities and social sciences. A vocational program is available to train students to operate and maintain a commercial fishing vessel. Community residents may also work toward a high school diploma for adults or may prepare to take the General Educational Development test to qualify for the equivalency diploma awarded by the State of Alaska. This Adult Basic Education program has been expanded from four hours per week to 15 hours per week of classroom and individual tutoring. These hours are on a "time-arranged" basis for the convenience of the students. In addition to these academic programs, considerable energy is spent providing general community service activities in cooperation with the Sitka Summer Music Festival, Baranof Little Theatre Guild, Baranof Arts and Crafts, Sitka Concert Association, Sitka Community Chorus, the New Archangel Dancers, and the State Marine Highway System.

The college is in a developmental stage, and the consortium agreement with Sheldon Jackson College has strengthened the capability of both schools to provide for community needs. A growing community with a stable economy has enabled Sitka Community College to expand its programming in a gradual manner. Expansion has been conservative and this slow, step-by-step advance has been one of its strengths. Some setbacks have been received by a recent Governor's Efficiency Committee recommendation that Sitka Community College be disbanded. However, it is believed that the educational opportunities provided by the college are needed and program development will continue. Course development is hampered in Sitka, as at other Southeast Colleges, by the minimum enrollment requirement, but as at other institutions, core courses will be maintained.

VI. Instructional Staff

PART VI. INSTRUCTIONAL STAFF

The faculty whose educational backgrounds, work loads, and compensation structure are summarized in the tables at the end of this section, are seen as the primary staffing component of the institution. All other components strive to provide the guidance and support needed to enable the faculty to carry out their educational mission.

Selection. The selection of an instructional staff of highest quality is always one of the highest priorities of the University of Alaska, Southeast. To facilitate this effort, selection committees composed of faculty, administrators and advisory committee representatives are used to screen applicants and make recommendations. The ultimate responsibility for selection of faculty rests with the appropriate unit director with the approval of the Chancellor. In all placements, affirmative action review and approval must be provided by the UASE Affirmative Action Officer.

When a vacancy occurs, a position announcement is developed and distributed as required by affirmative action guidelines. An applicant's education, skills, experience, transcripts, placement file and letters of recommendation are gathered and weighed against the job requirements. The Southeastern Senior College uses a selection committee comprised of all faculty members of the division that has the vacancy. Applicant files are reviewed and ranked by the selection committee and an applicant rating sheet completed. Rating sheets and rankings from the selection committee are reviewed by the director who sends his recommendation for hire to the Chancellor for review and ultimate appointment. A similar process is used by the three community colleges. Recommendation to hire is made by the director and/or coordinator of the division with the vacancy. There has been strong indication by faculty, however, that the instructional and administrative personnel selection process within the University of Alaska Southeast needs greater faculty involvement. The use of selection committees for all positions was felt to be mandatory, but there was some disagreement whether the committee should be advisory only or have decision-making powers equal to that of the director.

Policies and guidelines for the above procedures were set forth by way of University of Alaska Manual, Volume VIII, Finance and Business Operations, Section B, dated July 1, 1972. In 1973 the University of Alaska developed an affirmative action plan that further defined EEO requirements related to the advertising, recruitment and selection of faculty personnel. In August, 1976, Chapter I of a new University-wide personnel procedure manual was implemented. This document described the processes necessary for hiring of all University personnel. At the present time, the University is developing a new affirmative action plan that will spell out the requirements and procedures necessary to comply with OEO regulations. This document, in the first draft stage, is being prepared by the office of the Assistant Vice President for Personnel. It will be reviewed by all University of Alaska General Affirmative Action Officers before its submission to the President's Council. Once approved by the President, it will be submitted to the Federal Office of Equal Opportunity for

approval before implementation. It is felt that this document will update current personnel procedures and provide greater assurances that the needs of faculty as well as vacancy applicants will be fulfilled.

Faculty Involvement in Institutional Policies. It has already been mentioned that the University of Alaska, Southeast by its very structure has had to develop special procedures to assure a participatory involvement of faculty in administrative and instructional policy development. Prior to 1976, most policy adoption occurred by administrative decision with only informal faculty involvement. Two changes in this practice are being implemented. The new procedure provides that fundamental instructional policies are now first considered by the individual college's instructional councils. When a new policy or policy change has been recommended at college instructional council level, it is then presented to the academic committee of the Southeast Assembly. With approval of the Assembly and the Chancellor, the policy becomes binding. Faculty members are invited to submit their ideas to the councils as well as to the Assembly. Faculty input is also invited through college and divisional staff meetings with divisional coordinators carrying faculty recommendations to the college directors and thus on to the administrative council. Policies which are regional in nature can thus be developed and implemented at that level. Where Statewide impact is necessary, action is taken to involve the Council on Academic Policy of the University Assembly.

Faculty Compensation. The University of Alaska has been aware for some time that an adequate compensation plan needed to be developed for the faculty. In January, 1974, the President of the University indicated that:

"...although the University of Alaska faculty are paid more in dollars than faculty members at many other state universities and colleges, when adjustment is made for the higher cost of living in Alaska, average faculty compensation is in the bottom 10% of all comparable state colleges and universities"
..."Furthermore, faculty members of the University of Alaska on the average are paid less than Alaskan public school teachers, federal civil service employees in the state and Alaska State public employees with similar experience and training."

As far back as 1972 the Alaska Board of Regents had adopted a goal of raising faculty compensation to a level equal to the average of other comparable institutions of higher education. In 1974, this would have required a raise of 27.3% with 20.9% being applied in direct salary with the balance in retirement and other fringe benefits. Only a 13.1% increase was granted for the 1975 school year. This increase provided only for slightly more than the actual increase in the cost of living. Subsequent increases with additional cost of living increments have not totally erased the inequities.

It must be recognized that there is a dichotomy of salary programs within the University of Alaska system (see Table VI-1). The Community College faculty affiliated with the American Federation of Teachers on August 5, 1974. The resulting contract placed the community college teachers in Alaska in the upper 10% of the community college teachers' pay scale nationwide. This contract included a one-to-one cost of living increase in the basic pay whenever the consumer price index for Anchorage, published by the Bureau of Statistics, rose more than 1% in any six months' time period. The salary framework for this contract period also provided teachers with an annual 5% pay increase. At the time of this Self-Study, community college teachers have been without contract since June of 1976 and subsequent resolution of negotiations would still be pending upon legislative approval for appropriate funding. Considerable concern has been addressed regarding the disparity between the community college remuneration program and that of the faculty teaching at the senior college and graduate level. The latter benefited from the fringe benefit packages that were negotiated for the community college instructors but considerable inequities still exist.

Academic Freedom. In addition to the concerns for financial security, the concepts of academic security and freedom were also vital components of faculty review. The academic freedom statement for community colleges is covered in the contract between the University and the Alaska Community College Federation of Teachers. It reads:

"Article 3. Rights of the Individual.

3.1 Academic Freedom

- A. Each member of the bargaining unit is entitled to full freedom in the classroom, in research and in publication of the results.
- B. Each member of the bargaining unit when he speaks or writes shall be free from institutional censorship or discipline.
- C. Bargaining unit members may select the persons they wish to invite to their classrooms as guest speakers. Bargaining unit members may select the persons they wish to sponsor on campus as guest speakers. Any costs involved must be approved by the bargaining unit member's immediate supervisor.
- D. Each member of the bargaining unit shall determine the content and textual material of the member's course, subject only to the overall Statewide standards of the University, if any.
- E. There shall be no censorship of Community College library home or learning lab collections. Only federal or state laws or regulations shall apply.

- F. When not acting as an official University spokesperson, the bargaining unit member shall make a reasonable effort to avoid creating the impression that the member is an official University spokesperson."

Some community college teachers felt this contract statement was vague and could be improved by including a broader definition of the purposes and benefits of academic freedom.

Senior College academic freedom is covered by the official University statement contained in Policies of the Board of Regents, Chapter IV, Academic Freedom.

"The University of Alaska is dedicated to providing the environment of free and honest inquiry so essential to education of members of society. A faculty member enjoying the exercise of academic freedom, must recognize the necessity of restraints on absolute freedom by observing the following rules of conduct:

1. While acting in his professional capacity, he must recognize his limitations outside his subject matter field and confine controversial utterances to those bearing on his field of competence.
2. Expression of private opinion must be distinguished as such. While his rights as a citizen are not abridged, he must recognize that rash or ill-considered action on his part will reflect not only upon himself but also upon his profession and his institution.

Tangible assurance of academic freedom is the granting of tenure to selected faculty members."

Faculty Workload. The University of Alaska recognizes a five-part work load for all its teaching faculty. (See Table VI-1). In the case of community colleges, the five-part workload is an item negotiated between the University of Alaska and the Union. This five-part workload consists of a 4/5 teaching load and a fifth part of advising students and special projects or committee work. In the case of courses to be delivered to outlying areas, the Community College Teachers' contract states:

"A course taught on a site-visitation basis is one taught to individual or small groups of students at two or more locations. In the case of site-visitation courses taught by members of the bargaining unit, the pay and other conditions of the assignment shall be determined in each individual situation by joint agreement of the bargaining unit member, the Union and the University.

Individual study type courses designed for servicing the special needs of selected students such as those in bush areas may be developed and taught by a member of the bargaining unit. In such cases the pay and other conditions of the assignment shall be determined in each individual situation by joint agreement of the bargaining unit member, the Union and the University."

Faculty have emphasized that the University's definition of a five-part workload does not take into adequate consideration the unique delivery system of educational services in Alaska. The general cases of faculty members of the Southeast Senior College are an example. No provision is made for faculty members who must deliver their courses in small communities in the Southeast. Instructors who must spend extensive travel and lay-over time and are still required to perform the standard five-part workload. It is therefore strongly recommended that provisions be made for a decreased workload or provide additional compensation wherever extensive travel is required.

Evaluation and Promotion. The quality of the institution is determined by the performance of the faculty, and the continuing evaluation of faculty performance is an integral concept of the instructional policies of the University of Alaska, Southeast. Southeast Senior College procedures for evaluation and promotion are contained in the professional personnel manual. The Southeast Senior College uses the standard University of Alaska Student Evaluation Form. It also uses a regional form entitled "Annual Professional Activity Report" to help compile the information to be discussed and taken into consideration during the evaluation. The form passes through the traditional coordinator-director-Chancellor routing for comment and then is returned to the individual faculty member. The faculty member meets with his/her coordinator to discuss the evaluation. It appears, however, that the criteria for evaluation are not clear and not appropriate with respect to the current content of the five-part assignment. Adequate communication to faculty members of the criteria for evaluation or their acceptance may need to be clarified in future faculty discussions. Community college faculty evaluation is carried forth under guidelines with the ACCFT contract with the University.

A former contract Paragraph 6.7, Evaluations, stated:

"Annual evaluations of bargaining unit members shall be conducted by the University. Peer evaluations shall be made only by a committee of peers consisting of bargaining unit members within the same discipline or a generally similar discipline. This section is not intended to preclude the University from conducting or using any other additional form or procedures for evaluation which it may choose except the use of clandestine electronic surveillance devices."

During the negotiation of the new contract this paragraph was deleted with the reliance on the concept of management's rights to determine qualifications and standards for work as well as other purposes and functions and policies of the University. There currently seems to be some disagreement by a few community college faculty with the interpretation of the University right to maintain the evaluations.

During the contract negotiations period, a brief questionnaire was circulated through Juneau-Douglas Community College by the faculty representatives on the Self-Study team to determine some of their colleague's concerns. It was evident that the faculty were concerned with the quality of their teaching and of the teaching of their colleagues. They felt that students

should be a major component of the evaluation process and were suggesting that administrators were too removed from the classroom to have valid criteria to judge teaching performance. They were also concerned that their fellow teachers might have some difficulty in evaluation since there is, in most cases, only one teacher in each subject area. There was little question that they all wanted evaluations of some sort; the exact nature of this evaluation was something upon which they could not agree.

Tenure. Provisions regarding tenure for senior college faculty are stated in full in Faculty Bulletin, # 3, 1972-1973. On June 21, 1976, considerable discussion arose and recommendation for change was made to the President by a University Assembly committee on tenure. It should be recognized that to be eligible for tenure a person must hold a full-time professional appointment at the University with the rank of assistant professor or above. In addition, for tenure a person must have a professional rank apart from any administrative assignment. Eligibility for tenure does not extend to administrative positions. Since the Southeast Senior College was organized in 1972, there has been no faculty member who has accumulated enough years in rank to be considered for promotion or tenure. For that reason, there is no way of knowing whether promotion or tenure has a positive influence on the morale of our regional personnel. The faculty has been made aware of promotion and tenure requirements and no adverse comments have been received. Some faculty members have stated that they would rather have faculty rank than join a union wherein rank might be lost. Therefore, it could be construed that rank, tenure and promotion do have a positive effect on morale. Promotion and rank are covered in the Professional Personnel Information Manual, pages 17 through 20. Copies of this manual are available for review upon request.

Division Coordinator Selection Across the Southeast Region only three of the four colleges have Division Coordinator positions, four in the Southeastern Senior College, one at Ketchikan Community College and three in Juneau-Douglas Community College. The selection procedure for these staff is similar to that utilized for teaching faculty. A job description is developed and a vacancy announcement is circulated according to EEO guidelines. Applicants are screened by a selection committee composed of administrators and faculty, with finalists being interviewed by the committee. The candidates are ranked and the committee recommendation sent to the college director for review and forwarding to the Chancellor. Final appointment is made by the Chancellor. The procedure followed is conducive to harmony but some faculty felt they should have greater input into the selection process.

Staff Development. In order to encourage and maintain professional staff development, the University of Alaska provides a number of programs. These programs include a variety of sabbatical leaves, professional development leaves and employee educational benefits. The efficiency of these programs are, however, continually dependent on annual funding by the Legislature. Opportunities to attend out-of-state meetings at least once every other year are available. In-state meetings are covered in the years intervening. Community College bargaining unit members are required to complete specific courses for lane changes in their salary schedule. The Community College Faculty Contract states:

"...any advancement between lanes is conditioned on the instructor having acquired 3 college credits or the equivalent in each of 3 of the following 5 areas: (those presently employed and placed above Lane A will have a 5-year grace period in which to meet this requirement). The University will offer to the members of the bargaining unit at least one course in each of these areas each year.

- a) Alaska Native ethnic heritage (cross-cultural education)
- b) Advanced Educational Psychology (learning theories or otherwise related to instruction skills)
- c) Advanced audio-visual techniques (television, media, use, etc.)
- d) Performance skills (art, drama, speech, drawing, etc.)
- e) Other courses as approved by the Union and the University."

These staff development policies are consistent with those of comparable institutions of higher education. It is the opinion of some community college faculty, however, that these courses are irrelevant to their work and that there are other subject areas that we might more effectively add to their teaching effectiveness. One example along this line would be training in usage of the library. It has also been recommended that more in-service training such as local in-service workshops be provided. This is considered important as it is very difficult for professional staff to have access to experts in a variety of fields since the number of staff in the University of Alaska, Southeast is quite limited.

TABLE VI - 1
INSTITUTIONAL STAFF PROFILE CHART 1976-1977
by
Colleges and Regional Summary

Rank or Class	Full-Time Faculty																		
	Number		Number of Terminal Degrees					Salary Nine Months			Years of Experience at Institution			Total Yrs. of Teaching Experience			Prev. Fall Term Credit Hour Load		
	FT	PT	Dr.	M.	B.	Prof. Lic.	Less Than Bach.	Min.	Med.	Max.	Min.	Med.	Max.	Min.	Med.	Max.	Min.	Med.	Max.
A. Profile for Southeast Senior College																			
Prof.	1		1						32,354			10			14		12	12	12
Assoc. Prof.	4		4					27,792	29,554	31,212	4	5	13	5	13	23	12	12	12
Assist. Prof.	6		6					20,123	22,947	25,521	1	1	1	6	8	13	9	12	14
Instructor (Part-Time)	2			2				17,534		19,242	2	2	2	2		7	9	12	14
Grad. Asst.		1			1														
B. Profile for Juneau-Douglas Comm. College																			
Comm. Coll. Teacher (Part-Time)	22	71	3	11	6	1	2	18,147	26,033	33,571	1	3	13	1	4	20	9	12	14
C. Profile for Ketchikan Community College																			
Comm. Coll. Teacher (Part-Time)	10	34	1	7	1		1	19,312	26,301	33,571	2	3.5	13	2	9	20			
D. Profile for Sitka Community College																			
Comm. Coll. Teacher (Part-Time)	7	37		6	1			22,807	24,788	32,730	1	3.5	7	1	4	20			

TABLE VI - 1 (Cont.)
 INSTITUTIONAL STAFF PROFILE CHART 1976-1977
 by
 Colleges and Regional Summary

Full-Time Faculty																			
Rank or Class	Number		Number of Terminal Degrees					Salary Nine Months			Years of Experience at Institution			Total Yrs. of Teaching Experience			Prev. Fall Term Credit Hour Load		
			Dr.	M.	B.	Prof. Lic.	Less Than Bach.	Min.	Med.	Max.	Min.	Med.	Max.	Min.	Med.	Max.	Min.	Med.	Max.
E. Summary Profile for Southeast Region	FT	PT																	
Prof.	1		1						32,354			10			14		12	12	12
Assoc. Prof.	4		4					27,792	29,554	31,212	4	5	13	5	13	23	12	12	12
Assist. Prof.	6		6					20,123	22,947	25,521	1	1	3	5	8	13	9	12	14
Instructor	2			2				17,534		19,242	2	2	2	2		7	9	12	14
Comm. Coll. Teacher (Part-Time)	39		4	24	8	1	3	18,147	25,322	33,571	1	4	13	1	8	20	9	12	14
Grad. Assist.		190																	
		1																	

-84-

TABLE VI - 2

Number and Source of Terminal Degrees of
University of Alaska Southeast Faculty

Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
Appalachian State University			1
Arizona State University	1	1	
Augustana College			1
Baroness Erlanger School of Nursing			1
Belgium			1
Boston University	1	1	
Brown University			1
California State University		5	2
Catholic University of America		1	
Central Michigan University		3	
Central State University		1	
Central Washington State College		1	1
Chico State College		1	
Colorado State University		1	1
Cornell University	1		
Doshich University			1
Eastern State College			1
Eastern Washington State		1	2
Eastern New Mexico University		1	
Ecole Normale de Musique di Paris		2	
Fort Lewis College			1
Gonzaga University			2
Gregorian University		1	
Harvard University	1	1	
Indiana University		1	3
Iowa State University			1
Kent State University	1	1	
LaSalle Extension University			1
Linfield College		2	
Long Beach State University			1
Mankato			1
Michigan State University	1	1	
Michigan Technical University			1
Middlebury College		1	
Montana State University	1		
Monterey Institute of Foreign Studies		1	
New Mexico State	3	1	
Northern Illinois University		1	
North Carolina State University	1		
North Texas State University			1
Northwestern School of Law		1	
Nova University	1		
Ohio State University		1	
Oklahoma State University		4	

TABLE VI - 2 (Cont.)

Number and Source of Terminal Degrees of
University of Alaska Southeast Faculty

Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
Old Dominion College		1	
Oregon State University	4	3	2
Pennsylvania State University		1	
Portland State University		1	
Purdue University	1		
Rutgers		1	
Sacramento State University		1	
San Diego State University		1	
San Francisco State University		4	
San Jose State		1	
St. John University		1	
St. Olaf College			1
Stanford University		3	
Stout State University			1
Syracuse University	1	3	
Tulane University	1		
Union Graduate School	1		
Union University		1	
University of Alaska		5	2
University of Alberta		2	
University of British Columbia		1	
University of California	1	3	4
University of Chicago	1	1	
University of Colorado	1		3
University of Georgia	1	1	
University of Hawaii	1		1
University of Idaho			2
University of Illinois		1	1
University of Iowa		1	
University of Louisville			2
University of Maine		2	
University of Michigan		2	
University of Minnesota	1	1	
University of Missouri	1	1	
University of Montana		2	
University of Nebraska		1	
University of New York		1	
University of North Dakota		1	
University of Northern Carolina		1	
University of Northern Colorado		1	
University of Oregon	1	2	
University of Portland		2	
University of the Pacific			1

TABLE VI - 2 (Cont.)

Number and Source of Terminal Degrees of
University of Alaska Southeast Faculty

Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
University of San Francisco			1
University of South Carolina			1
University of South Dakota		1	
University of Southern California			1
University of Texas			2
University of Utah	1		
University of Washington	7	11	5
University of Wyoming	1		
U.S. Coast Guard Academy			1
Utah State University	2	1	
Washington State University		2	
Wayne State University	1		1
Western State College		2	
Western Washington State College		2	3
Whitworth College		1	
Willamette University		1	
Winona State University		2	

PART VII. ADMINISTRATION

The University of Alaska, Southeast, as a unit of the University of Alaska, comes under the jurisdiction of the Statewide system Board of Regents. Established in 1917, as the Board of Trustees, this body was made the Board of Regents by an act of the Territorial Legislature on July 1, 1935. An autonomous organization and the highest authority on the administration of the University, the Board of Regents is composed of eleven members and is governed by Title 14, Chapter 40, Article 2 of the Alaska Statutes. This law provides that the regents are appointed by the Governor for eight-year terms and are subject to confirmation by the legislature. In 1974, a student regent was added to the membership.

The members of the Board of Regents are: (as of March 7, 1977)

Hugh B. Fate, Jr., D.M.D., President - Dentist, Fairbanks, 1969-1985
Edward B. Rasmuson, Vice President - Bank President, Anchorage,
1975-1981

Don Abel, Jr., Secretary - Owner and Manager, Don Abel Building
Supply, Juneau, 1975-1981

Mildred Banfield, Treasurer - Teacher, Accountant, Matron of Child
Care Institution, and Legislator, Juneau, 1976-1983

Brian J. Brundin - Attorney and C.P.A., Anchorage, 1969-1977

Margaret J. Hall - Elementary School Teacher, Kodiak, 1975-1983

Jeff Cook - Broker, Earle Cook Realty, Fairbanks, 1977-1983

Sam Kito, Jr. - Past President, Alaska Federation of Natives,
Anchorage, 1975-1983

Conrad G. B. Frank - Ghemm Company, General Contractors, Fairbanks,
1976-1979

John W. Schaeffer - President, NANA Regional Corporation, Kotzebue,
1977-1979

Gerard R. Earle - Student, Manager of Married Student Housing,
University of Alaska, Fairbanks, 1976-1978

Charles O. Ferguson - President of the University (ex-officio),
Fairbanks

Foster F. Diebold - Executive Secretary to the Board of Regents

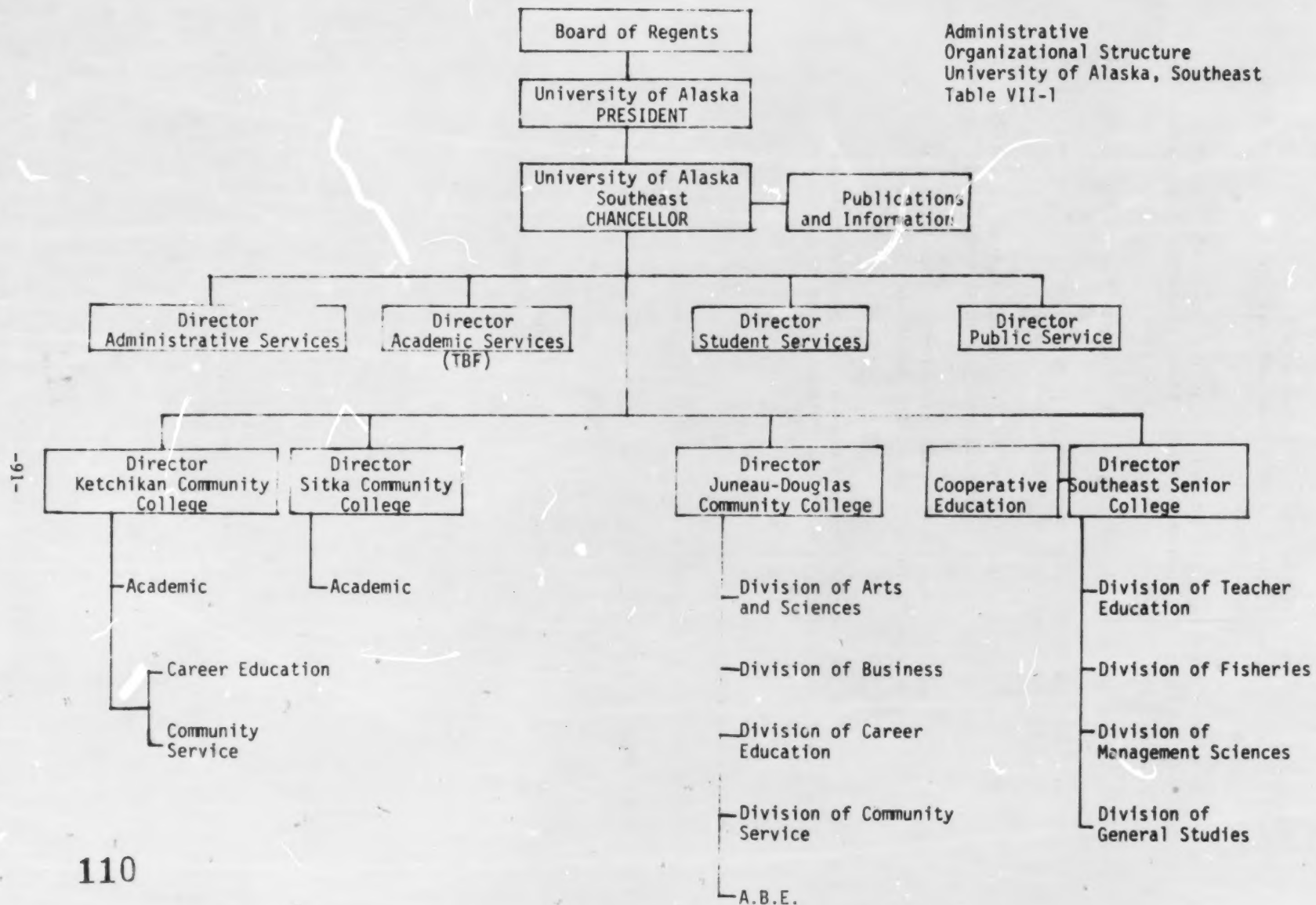
The duties of the Board of Regents include the appointing of the President; the fixing of all salaries; the conferring of degrees; the care, control, and management of all real and personal property and money of the University; the keeping of the record of the minutes of every meeting and all acts done by it in pursuance of its duties; and keeping a complete record of all money received and disbursed. The Board of Regents also acts as trustees and administer money or property from sources other than legislature or federal appropriation. The Board of Regents may receive, manage, and invest money or other real, personal, or mixed property in any manner received from sources other than State Legislature or federal appropriation for the purpose of the University. In addition, the Board of Regents shall, in the interest of keeping pace with Statewide growth, assure the particular educational interests of the residents of the State are being fulfilled by: (1) making a study of the principles and applicability of the community college to the State; (2) establish additional extension courses and such other expansion of accredited courses for

students as it considers advisable; (3) provide facilities suitable for carrying out a University program; (4) employ personnel; (5) procure supplies; and (6) take all other appropriate measures to carry out the intent and purpose set forth in law. The Board is also required to have, in addition to any other regular or special meetings, an annual meeting at least three days prior to commencement and a budget meeting during October. The Board is further expected to make a report to the legislature at the beginning of each of the legislative sessions. It should be understood that in practice the Board delegates many of its tasks to the President and his/her staff.

The duties of the Board of Regents of the University of Alaska are complicated by the unique Statewide organization of the University and the vast expanse over which their constituency is spread. It is sometimes expressed that the Board of Regents, with these Statewide responsibilities, is too distant from and insufficiently interested in the Southeast. This expression is not founded, however, for two members of the Board are residents in the Southeast and one quarterly meeting each year is held in one of the Southeast communities. In addition, constant duties with the legislature during the annual session bring the regents in constant contact with Southeast concerns.

The President of the University, as executive head of the University and the Executive Officer of the Board of Regents, serves as the principal administrative officer to whom the organizational structure for the Southeast is responsible. The Chancellor, University of Alaska, Southeast, sits on the President's Council and is the principal administrative officer for University programs in Southeast Alaska. (See Table VIII-1. This organizational chart indicates several significant changes made during the interval since 1974. These changes reflect some factors of institutional growth and are indicative of the continuous state of flux of the activity within higher education in the Southeast.)

Administrative
Organizational Structure
University of Alaska, Southeast
Table VII-1



In order to provide citizen input and guidance to UASE at the local level, policy advisory councils have been established for each community college with the following purposes:

1. Participate in the process of selection of the Director of the College and to make recommendations thereon to the President of the University.
2. Recommend local priorities for programs and course offerings.
3. Work with the Director and recommend a budget for the college to the Chancellor of the region.
4. Work with the Director in reviewing the tentative working budget and make recommendations to the Chancellor of the region.
5. Establish and maintain communications between the college and the community thereby providing maximum opportunity for community input.
6. Make recommendations and comments on policy implementation or policy changes through the Chancellor to the President of the University.

POLICY ADVISORY COUNCILS

Advisory committee members are:

Juneau-Douglas Community College

Mrs. Marie Darlin, President - Interagency Training Council and the Bureau of Indian Affairs
Mr. John Coffee - Juneau Borough School District
Mr. Dick Deditus - Electronics and Fishing Industry
Ms. Kay Diebels - Planning Commission
Mrs. Judy Franklet - The Native Population
Mr. Dave Freer - City/Borough Assembly
Mr. John Holmquist - Banking Industry/Valley Population
Mr. Jeff Morrison - City/Borough Assembly
Ms. Frances Ulmer - Legal Profession
Mr. Ron Williams - Bureau of Indian Affairs

Ketchikan Community College

Mr. Ed McNulty, Chairperson - Educator
Capt. Ferney McKibben - Coast Guard
Mr. C. L. Montgomery - School Superintendent
Mr. Lloyd Nault - Plant Section Supervisor
Mrs. Ruby Browne - School Teacher
Mr. Pete Johnson - Self-employed
Mr. Ron Wendte - Bank Manager

Mrs. Joanne Baybarz - Secondary School Counselor
Mr. Jack Jacobsen - Fisherman
Mrs. Sharon Lynn Walker - Housewife
Mr. Ed Thomas - Indian Education
Mr. Junia Love - Retired
Dr. Dave Johnson - Physician

Sitka Community College

Mr. Michael Morrin, Chairman - Personnel
Mrs. Nancy Anderson - Insurance
Mr. James Broschat - Education
Mr. Richard Eliason - Legislator/Fisherman
Mrs. Patricia Fredrick - Homemaker
Mrs. Marilyn Hanson - Magistrate
Mr. Raymond Mabey - Banker
Mr. Ralph Magnusson - Plant Supervisor
Mr. Robert Marlow - Construction Worker
Mrs. Sandy Poulson - Newspaper Editor
Mrs. Ethel Staton - Restaurantuer
Mr. Arthur C. Willman - Service Director of Hospital
Mr. Neland J. Haavig, ex-officio - Superintendent of Schools

These bodies hold monthly meetings and have adopted by-laws governing their operations.

While providing useful community input, the advisory committee structure is not a substitute for the Board of Regents, since they do not have the Board's authority and responsibility.

The Senior College does not have a separate advisory council. This is explained by both the relative newness and regionwide nature of the Senior College operations and the expense and problems involved in bringing together a council from throughout the region. The Senior College has had program advisory committees which have provided community input on the development of new programs and have maintained contact with client and citizen groups related to its programs, particularly the State Department of Education, the Interagency Training Council, and the Juneau business community.

Administrative Organization. The administrative structure of UASE is detailed in Table VII-1. The lack of an up-to-date faculty manual describing the administrative structure for the Statewide system has contributed to considerable misunderstanding and ignorance of the Statewide administrative structure among the faculty. This situation is partially compensated for at UASE by the issuance of faculty procedure manuals by some of the Southeast colleges and attempts to make available primary sources on University policy, such as the minutes of Board of Regents and the University Assembly. A series of policy and procedure manuals for details which affect staff and faculty in the Southeast was started early last fall. At the time of this writing, it was near completion.

The following list provides the names of members of the UASE Administrative Council; the dates after the title indicate beginning of service with the University of Alaska (as of February 1, 1977):

Charles O. Ferguson, Chancellor	1969	
Steven A. Brown, Director of Public Service	1975	
V. Rodney Enos, Director, Ketchikan Community College		1976
Charles R. Fields, Director of Student Services	1972	
W. Russell Jones, Director, Southeastern Senior College		1971
Harry Keim, Director of Administrative Services	1973	
David Knapp, Director, Sitka Community College	1961	
Vern C. Oremus, Acting Director, Juneau-Douglas Community College		1975
William Marchese, Director, Publications and Information	1976	
Stephen Johnson, (ex-officio member) President, Southeast Assembly		1975

The President of the Southeast Assembly represents the faculty and other non-administrative portions of the University community. Some administrative officers may retain academic rank and may become tenured in their academic position, though not in the administration. Administrators of various ranks occasionally teach courses. The principal administrative officers of the University, as well as their experience and duties, are detailed in Appendix VII-A. Administratively appointed advisory committees located in Juneau include the following:

- Library Advisory Committee
- Student Publications Advisory Committee
- Student Services Advisory Committee

The Southeast Assembly is the most important policy-formulating body of UASE. According to its constitution (Appendix VII-B), it is a "legislative body having primary authority to initiate, develop, and review policy including but not limited to the following areas: academic affairs, staff affairs, student affairs, budgeting, space allocation, research, and public service...." The Southeast Assembly membership is composed of elected representatives of the faculty, students, classified staff, professional non-administration and non-faculty staff, and appointed representatives of the administration and alumni. A minimum of 50% of the representatives must be faculty members and 20% must be students. Standing committees of the Southeast Assembly currently include an administrative committee and an academic committee. Ad hoc committees are established from time to time to deal with specific policies and problems which arise outside the province of the standing committees. Other elected UASE faculty committees include the College Instructional Councils (functions reviewed in the Educational Program section of this study) and the Senior College promotion committee. The Senior College and Sitka and Ketchikan Community College committees currently are not actually elected, since all FTE faculty members are members of the CIC.

The Southeast Assembly elects six representatives to the Statewide Assembly. UASE is also represented on the Statewide committee on Academic Policy; Committee on Staff and Student Affairs; Grievance Committee and Tenure Committee. The Southeast Assembly and committees are concerned with UASE policy matters, while the Statewide Assembly and committees formulate Statewide policies.

The establishment in 1976 of regional assemblies, including the Southeast Assembly, is a significant attempt to bring University policy-making closer to the operational units of the University and promote academic democracy. Whether it succeeds in its objectives will depend on the commitment to it of real authority in the areas of its responsibility, and the willingness of its members to undertake the obligations attending this allocation of authority.

Financial and Physical Plant Administration. The organizational plan and operating structure of the financial program and the physical plant are covered in detail in the discussions included in Parts II and III respectively.

Public Relations. The UASE public relations program is directed at many special audiences with different interests: students, prospective students, parents, alumni, legislators, employees and faculty, and citizens in general. Established in 1976, the Office of Publications and Information has a full-time Director and part-time assistant and is located in the Office of the Chancellor. Because of its remote location and the dispersed nature of its campuses and programs, UASE has some built-in public relations problems. These disadvantages are partially offset by the personal contacts made by professors teaching courses out of town, particularly those in the teacher education division of the Senior College. Statewide programs of the University of Alaska, such as the University extension service, also contribute to the visibility and general public acquaintances with the University. It is also true, of course, that when the Statewide University system gets unfavorable publicity, UASE shares in the public's disfavor. The establishment of an office of publications and information and its expanded public information program should greatly enhance the visibility of UASE and influence public understanding of it and support for its educational mission.

A student newspaper, the Auke Lake Monthly, is published on the Juneau campus. Funded at present by the Juneau-Douglas Community College, current planning is for the student newspaper to be funded jointly by colleges and regional offices in Juneau. The Auke Lake Monthly appears to be assuming its proper role as an independent voice of the student population.

Analysis and Appraisal. Surveys taken of faculty opinions were not consistent in their general evaluation of the administration. The faculty of JDCC indicated considerably poorer understanding of and communication with the administration than did the faculty of the other three colleges. The high turnover rate in JDCC Directors was cited as one cause of this pattern.

To a certain extent, the negative attitudes and lack of information which were expressed may be due to the rapid expansion which has taken place over the past ten years. In 1970, there were eleven full-time faculty at JDCC, including adult basic education programs and there were no programs

in career education. The faculty has now expanded to two campuses, has been increased to nineteen full-time personnel, and entire programs in career education have been added. In the meantime, community college teachers throughout the State voted to participate in collective bargaining and a union contract was negotiated. At the same time this has resulted in a situation in which the coordinators, staff, and senior college faculty operate on the basis of a badly out-of-date Professional Personnel Information Manual, while the community college faculty follow the union contract. Statewide strike by community college teachers during fall terms of 1974 and 1976 may be both a cause and a symptom of the feeling expressed by some JDCC teachers that they do not have sufficient input into University policy-making. These sentiments were less strongly expressed in the two other community colleges and the senior college. The relatively small size of the other colleges may contribute to the generally good faculty-college administration communication they reported. Some dissatisfaction with the central University business office operations was indicated by faculty in all the colleges. The implementation of a new problem-plagued Statewide computer accounting system during the last year has been responsible for errors in pay checks and is probably at the root of many of these dissatisfactions. These computer problems are gradually being remedied.

The faculty survey also indicated that the organization plans of the University and colleges are not readily available to faculty. Although the Statewide Organizational and Development Plan was available through each college director, a wider distribution of the document would have facilitated its review. Weaknesses indicated by the faculty surveys included lack of faculty understanding of executive organizational structure and lack of faculty input in University policy-making. Strengths in the area of faculty understanding of University organizations and procedures include faculty convocations that have been held within the colleges. The institution of a regional assembly in Southeast should also enhance faculty understanding of University operations through involvement in University policy-making and reports by members of the administration on University operations.

Affirmative Action. The University of Alaska has a fully implemented affirmative action plan. The program includes actions to ensure women and minorities of equal opportunities in obtaining employment and advancement within the University of Alaska.

Summary. In summary, the UASE administration is at present undergoing a transition from a period of administrative discretion, necessary for the establishment of a new and rapidly developing educational institution, towards a University with a functional approximation of academic democracy. The recent establishment of the UASE Assembly, the college instructional councils, and other committees should enhance the ability of those faculty members who so desire to have their voices heard in the shaping and application of policy. In developing as a mature institution of higher learning, UASE should emphasize the responsible dispersion of power among all academic ranks and administrative posts, attended by the protocols of

courtesy which are in the best traditions of academic life. The current efforts to involve faculty members in policy and decision-making are noteworthy and should be expanded. The absence of an up-to-date Statewide faculty manual is compensated for in some measure by efforts underway to develop a Policy and Procedures Index at UASE and to make available the basic documents containing these policies. This is, however, only a short-term solution to the basic need for an up-to-date faculty manual.

PART VIII. STUDENTS

The Office of Student Services at the University of Alaska, Juneau, provides for the non-instructional needs of students. The office functions include admissions and records, counseling, financial aid, student housing, student health program, testing services, placement service, student activities and student government. The chart of the following page shows the organization of the Office of Student Services.

The goals of the Office of Student Services are: (1) to make high school students, counselors and teachers aware of the University's educational offerings by conducting a series of high school visitations throughout Southeast Alaska; (2) to make prospective students aware of the University's offerings by producing and distributing promotional material, planning events on campus such as open houses and career days, and publishing student newsletters; (3) to assist students to maximize their growth and development while in college by helping them resolve personal and financial problems which interfere with their classroom learning; (4) to assist students in making appropriate educational and vocational decisions; (5) to help students gain leadership abilities, balanced personalities, increased breadth of interest, social competence, group effectiveness and responsibility by providing outside-of-class social, educational, cultural and recreational activities and events; (6) to maintain an accurate and efficient student admissions and records system; and (7) to maintain a student registration system that encompasses timely publication of class schedules and dissemination of data in support of a management information system to be used in management decisions, evaluation of programs, planning and budgeting.

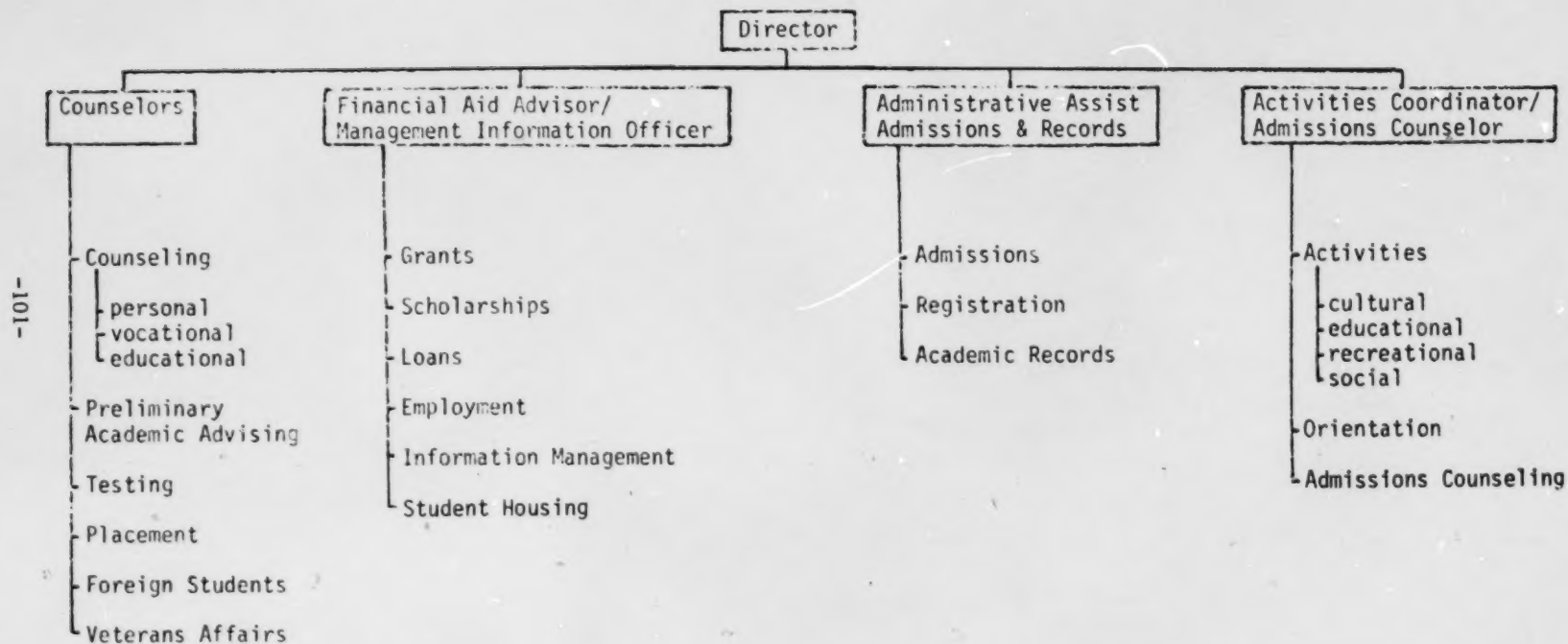
Participation by faculty and students in the administration of the student personnel program is accomplished both formally and informally at the University of Alaska, Southeast. The small size of UASE campuses has led to a high degree of interaction between faculty and the student personnel programs. At the largest campus in Juneau, for example, it is normal for faculty members to walk into the Office of Student Services and personally handle advising, registration, and other problems directly with the Student Services' staff. This close interaction has led to an absence of need for use by the faculty of the formal policy-making procedure through the University Assembly. A similar situation exists with students, there being a high degree of informal interaction between the Student Services Office and individual students who are often known to Student Services' staff by name. More formal arrangements for student involvement in the office's policy-making is provided via the University Assembly which has student representation and through the student government whose advisor is part of the office's staff.

As part of the Self-Study process, the 1975-1976 UASE Catalog was evaluated to see how well it was serving its purpose as the basic source of current institutional information and requirements. The Catalog was found to be inadequate, and failed to contain all the requisite information in many areas including regulations, information about student fees, and the University's policy with respect to refunds and payments. In addition to

these areas, the following recommendations are made for improvement of the Catalog: (1) there should be a clear statement of accreditation (this was omitted from the 1975-76 Catalog); (2) a map of each of the three campuses should be included in the Catalog indicating the locations of buildings and key offices; (3) a statement of the control of the institution and its public non-denominational character should be included as should a statement that it is a coeducational institution; (4) a succinct explanation of registration procedures should be included for each of the three campuses; (5) there should be included a statement covering the required and optional fees and a statement on the student insurance and average costs of books and supplies per semester; (7) there should be provided an itemized chart showing the typical student expenses for one academic year; (8) a statement should be included as to the general procedures for applying for financial aid; (9) there should be a clear and accurate statement of student housing availability and location and this should include the notation that there is no food service provided on campus; (10) since the Region is small and no student handbook is available, the Catalog should contain the complete text of a Student Code of Conduct. The Self-Study Committee recommends that UASE develop and adopt a Southeast Student Code of Conduct. Several other general recommendations were made with respect to the Catalog. It should include information about the student government, intramural athletics, extra-curricular activities, and student orientation. It should also be reviewed for improvement in its completeness, clarity, usefulness and overall contribution to the objectives of the University.

ORGANIZATION PLAN AND MAJOR FUNCTIONS

Office of Student Services



-101-

120

Chart 1

121

TABLE VIII - 1

University of Alaska, Juneau

Number of Students Currently Admitted in Degree Programs

Associate Degrees							Bachelor Degrees			Master Degrees				
Humanities	Natural Science	Police Admin.	Business Admin.	Social Science	Trade & Tech.	Undeclared	B.Ed.	BBA	BS (Fish)	MPA	MS (ESM)	MS (Fish)	MAT (Ed)	MA (Ed)
13	5	5	12	8	1	24	23	2	7	12	9	5	5	32

TABLE VIII - 2
ADMISSIONS AND GRADUATIONS:
Fall 1973 to Spring 1976

JUNEAU-DOUGLAS COMMUNITY COLLEGE *

Year	Admissions							Graduates									
	Beh. Sci.	Anth.	Hum.	Soc. Sci.	Bus.	Sec. Sci.	Soc. Total	Beh. Sci.	Anth.	Hum.	Soc. Sci.	Bus.	Sec. Sci.	Soc.	Pol. Adm.	P.E.	Total
1973-74	1	1		5	1	1	9	1	1		3	1	1				7
1974-75			2	3	1	1	7			4	8	1			1	1	15
1975-76			3	6			10			3	9			1			13

SOUTHEASTERN SENIOR COLLEGE *

Year	Admissions										Graduates									
	BS	B.Ed.	BBA	M.Ed.	MAT	MS	MPA	MSE	ESM	Total	BS	B.Ed.	BBA	M.Ed.	MAT	MS	MPA	MSE	ESM	Total
1973-74				17	2	1	8			28				6	1	7				14
1974-75				19	1		8			28				21	2	10		1		34
1975-76				2		1				3				23		1	2			26

* Figures reflect only students who were actually admitted and also graduated during 3-year period

ADMITTED BUT NOT GRADUATED

JUNEAU-DOUGLAS COMMUNITY COLLEGE

1973-74 15
1974-75 25
1975-76 18

SOUTHEASTERN SENIOR COLLEGE

1973-74 7
1974-75 20
1975-76 4

43 other applications have not been formally admitted due to incomplete paperwork.

Admissions

The admissions policy of the University is the responsibility of the Statewide Board of Regents. In practice, the Board of Regents delegates this responsibility to the President of the University and the University Committee on Academic Policy (CAP). CAP, whose membership includes both faculty and administration representatives ensures faculty participation in this process. The policy for admission into specific baccalaureate and graduate programs is established by program heads and faculty within each University unit. The Director of Admissions (currently a shared function of the Director of Student Services) is the official at the University of Alaska, Southeast responsible for administering admission policy.

The admission policy of the UASE is stated in the admissions section of the Catalog (page 11). The Statewide community college policy is one of open admissions. Any individual who is at least 18 years of age or possesses a high school diploma is eligible for formal admission. There are no other requirements for state residents. In the Southeastern Senior College a person is eligible for admission when he/she has completed at least 60 semester credit hours from an accredited institution(s) with a 2.0 grade point average (GPA) or higher. Senior College graduate admissions requirements are spelled out on Page 11 of the Catalog and under the individual program description in the relevant portions of the Catalog. In general, a student who has a bachelor's degree from an accredited institution with at least a B average in a major suitable for a Senior College program area may be admitted to graduate studies. All of the graduate programs require applicants to complete the Graduate Record Examination or its equivalent. Unit heads in the field of interest make a determination of the adequacy of the student's preparation and whether departmental facilities are sufficient to achieve the student's aims.

It should be noted that admission to graduate study does not imply admission to candidacy for a degree (Table VIII-1). Catalog information is quite clear that students must not assume that because they are allowed to enroll in graduate level courses, they will automatically be admitted to candidacy in the graduate degree programs. All of the graduate programs have the option of not recommending a student for candidacy for a degree. These requirements and procedures are further delineated in the Manual of Procedures and Information for Graduate Students. Table VIII-2, Admissions and Graduations, Fall 1973 - Spring 1976, provides information on the admissions and graduates from the University of Alaska, Southeast. One notes from this table a rather high ratio of admissions to graduates. However, this is to be expected in an institution which has only been in operation for a few years and which has experienced constantly increasing enrollment. It is also possible that a more restrictive admissions policy would ensure a higher ratio of graduates to admissions. On the other hand, there is no reason to believe this would increase the number of graduates or the quality of their preparation while it would further restrict entry to Alaskan students.

Following the Admissions Office responsibility for enhancing the relationship between the college and the State's secondary schools, a new position

has been established with 50% of its time designated as Admissions Counselor. This person will, through high school visits and other means, ensure good communication between potential enrollees and the University. It should be noted in this respect that it has been an objective of the admissions office not to "oversell" the University and its programs to potential students.

The University policy on transfer credit is that it will accept courses from other accredited institutions when the grades of courses completed are C or above, and for graduate programs, B or above. Additional restrictions on transfer credits for graduate programs are outlined in the Manual of Procedures and Information for Graduate Students. It is recommended that in the future, formal admission be required prior to official transfer of credit. Transfer credit is at present not put on the permanent record of a student or officially evaluated until a student is formally admitted to the University, but this is not official policy. Credits earned at foreign universities which meet the other criteria on course transfer are acceptable.

At present there is no established policy on readmission of students who are suspended for poor academic performance (Senior College programs), and while students may be dropped from a program, they can continue to take courses. Community colleges do not suspend students for poor performance.

It is recommended that the admissions policy and admissions procedures be more clearly spelled out in the Catalog. For example, many of the students in attendance at UASE believe they have automatically been admitted. The policy in this area needs to be made explicit. Additional information on enrollments needs to be collected. For example, data on where and when students graduate from high school, data on previous academic performance, dates and names of previous colleges attended, whether students come from in-state or out-of-state, and similar information would be very useful in reviewing and evaluating admissions policy and procedures. Regional admissions policies should be studied and evaluated for possible revisions, and admissions policy and procedures should be explained as part of future orientation and registration activities for students. A step-by-step procedure of admission, in chart or other form, should also be included in the Catalog, and it should also be made clear in the Catalog whom a student may contact regarding admissions questions.

In evaluating admission and retention requirements in relation to student success it is important to note that, in spite of the ability of the students to take Senior College classes without being formally admitted, a student who is performing unsatisfactorily will not necessarily be allowed to continue within individual Senior College programs, though they are not prevented from taking individual courses. Graduate students must maintain specified grade point averages, as noted in the Graduate Manual, to continue in Senior College graduate programs.

Clarification on the nonretention policy and its review is recommended. It is also recommended that the Academic Council and Southeast Assembly review the admissions policy and procedures and make recommendations to the Chancellor for their revision on a regular basis.

Finally, it should be noted that admissions and records is operating with approximately the same number of personnel as it has for the past three years. Due to a growth in enrollment, a pending computer changeover and added reporting requirements, additional staff is needed. Chart 8-2 provides the staffing activity breakdown over time for the Office of Student Services. Also, strict division of staff duties between the financial aid, admissions and records functions of the Office of Student Services would improve the efficient utilization of office personnel.

It is also recommended that the entire admissions procedure be reviewed and standardized across all three Southeastern campuses. The Student Service Advisory Committee should review the total function of admissions and records to help in this process. The revised and standardized procedures should then be published in the Catalog.

Registrar

As has been noted in other portions of this study, the Director of Student Services supervises the complete admissions and records program as part of his duties. Approximately twenty percent of this time is devoted to the registrar function. There is also an Administrative Assistant for Admissions and Records and two clerks who devote fifteen percent of their time to registrar duties. The Office of Admissions and Records is a part of the Student Services Office which also handles financial aid, counseling, student activities, admissions and housing.

The academic records of all Southeast students are kept by the Office of Admissions and Records and are safeguarded in the office's fireproof vault. Plans are now being made for student records in Southeast to become a part of the University of Alaska's Statewide computer system in September, 1977. Statistical reports are also stored by the Office of Admissions and Records, as are miscellaneous records such as enrollment forms, old and current student academic transcripts, transfer transcripts, class rosters, grade sheets, course approvals, and back catalogs. Procedures have been established to ensure that the rights of privacy of students and others are protected in safeguarding these records as required by state and federal law.

Chart 8-2

Staffing Activity Breakdown
Office of Student Services

Academic Year	UASE SCH	Admissions & Records	Student Services
1972-73	7,907	1 Director 1 Secretary 1 Records Clerk	1 Counselor work in F.A. (office not started)
1973-74	10,037	1 Director 1 Secretary 1 Records Clerk	1 Counselor work in F.A.
1974-75	14,519	1/2 Director 1/2 Secretary 2 Records Clerks	1/2 Director 1/2 Secretary 2 Counselors
1975-76	16,881	1/2 Director 1/2 Secretary 1 Administrative Assistant 2 Records Clerks	1/2 Director 1/2 Secretary 2 Counselors 1 Financial Aid/ Statistician
1976-77	20,657	1/2 Director 1/2 Secretary 1 Administrative Assistant 2 Records Clerks	1/2 Director 1/2 Secretary 2 Counselors 1 Financial Aid/ Statistician 1 Student Activities/ Admissions Counselor

Several additional registrar functions are found within the Office of Admissions and Records. The office interprets academic rules and regulations for both students and University personnel when called upon. The office also has custodianship of the institution's seal and is responsible for developing the admissions and general information sections of the Catalog for distribution. Veteran's Affairs are currently coordinated by one of the counselors in this office. The directors in Ketchikan and Sitka also perform this activity. This counselor certifies student attendance and eligibility for educational benefits as required by the VA Office, and does any follow-up work relating to veteran's registration and benefits. The Office of Admissions and Records is also responsible for scheduling the use of rooms for classes and meetings.

The beginning of semester registration process is seen as a coordinated effort between the faculty, administration, business office personnel, staff, and counselors. Every effort is made during the registration process to make the student's first contact with the University a positive experience. Registration for the semester occurs during the week prior to the beginning of classes and the Office of Admissions and Registrar creates preliminary class rosters for the faculty's use after the initial registration. During this study several areas were noted wherein improvements might be made in the registrar function. A separation between the Student Services and Registrar functions with a director in each area or a subdirector under the current Director of Student Services would improve efficiency in both areas. With the pending changeover from manual to computerized registration, this recommendation becomes even more pressing, since additional time and energy will be necessary on the administrative level to implement these changes. Staff development and training is also an area in which more resources need to be invested on a University-wide basis. Adequate funds should be budgeted for this purpose.

Recognition of scholastic achievement by the establishment of an honor roll should be undertaken at the University of Alaska, Southeast, for full-time students with a semester GPA of at least 3.50 or higher. At present the UASE has no official honor roll by semester. The University does, however, publish a graduation honors list which is announced at graduation time. This graduation with honors program should be continued and the criteria for this distinction should be spelled out in the Catalog.

Orientation

Responsibility for orienting a student to the University and its programs is taken seriously at UASE. While no budget has been established specifically for orientation, the general budget for the Office of Student Services encompasses this function. The staff person responsible for student orientation is the coordinator of student activities who facilitates faculty participation in student orientation as an integral part of the UASE registration and orientation process. Participation by faculty usually includes orientation gatherings to explain programs, and assistance in publicizing courses and programs through their classes. Use of a single large room for registration on the Juneau campus makes possible a high degree of interaction between students, faculty and counselors. Since this is often the student's first contact with the University, it is designed to be a positive experience.

Increased involvement of students in the development of orientation activity would be valuable. One suggestion along this line is the establishment of an advisory committee composed of students, faculty and administrators in order to preplan an orientation program for each following semester. Involvement of the student government in the orientation process would accomplish this purpose as well as providing information for students about its functioning.

Major orientation activities for the 1976-77 academic year on the Juneau campus consisted of a series of seven informal meetings of students and faculty. Refreshments were served at these meetings and the focus was on helping students to become acquainted with faculty and to introduce them to the range of activities and services provided for them by the University.

The following recommendations were developed as part of this study:

1. Faculty members should be encouraged to take a more active role in the registration and orientation programs.
2. A student counseling program should be investigated as a supplement or alternative to the current orientation process.
3. Since the main contact of the student body with the school is through the faculty, an information program for the faculty to ensure they are thoroughly acquainted with the available services should be undertaken. A comprehensive faculty orientation each year is recommended.

Advisement, Counseling and Testing

The advisement, counseling and testing functions are included within the Office of Student Services in Juneau, and is within the "Counseling and Career Guidance" budget. Two full-time counselors have the responsibility in Juneau for these areas, as well as Veteran's Affairs and Career Placement, and share one room on the Auke Lake Campus.

Advisement at the University of Alaska, Southeast is seen as primarily a faculty responsibility. Incoming students' requests for specific advisors are honored as much as possible. However, because many programs have only one advisor, an alternative is not always possible. General instructions for faculty on advising are available through staff meetings, internal memoranda, and the annual convocation. Additional training for faculty in this area would be useful and is recommended.

Student program development is done on an individual basis with each student involving both the faculty advisor and counselor. A student's program is developed following academic degree standards and transfer requirements. These requirements are described in the Catalog for certificate, associate degree, bachelor's degree, and master's degree programs. Most counseling involves questions of academic career objectives. Student requests for help in dealing with personal, family or financial problems are dealt with as they arise in the course of, and as they relate to, academic and career counseling.

Tests available at the University of Alaska, Southeast include national aptitude and academic tests of which the CLEP, GRE, LSAT, GMAT, NSAD and exams provided by the Educational Testing Service are most often requested. Scoring and computer interpretation of these tests are provided by Educational Testing Service, however, counselors provide further follow-up interpretations as requested. Psychological testing includes the Minnesota Multi-Phasic Personality Inventory, Edward's Personal Preference, and Otis Test of Mental Ability. Professional interpretation of these psychological tests is provided by the counselors to the student. The following career tests are also available: Strong Vocational Inventory, Kuder Occupational Interest Survey, GATB, Career Assessment Inventory, National Association of Securities Dealers New York Stock Exchange Exam, National Commodities Futures Exam, Pacific Coast Exchange Exam, Real Estate Securities Exam. Professional interpretation of the results of these exams is also provided by the counselors to students. As part of the counseling process, and only upon explicit request of a student, test results may also be interpreted to or discussed with faculty.

As a result of the Self-Study, the following recommendations have been made: (1) privacy should be provided for counseling; (2) expansion of the Career Information Center and increases in the availability of career reference materials should be undertaken; (3) a peer counseling program should be implemented; (4) measures should be taken to ensure that faculty are available for student advising and are familiar not only with their own programs but with related programs within their colleges.

At Ketchikan Community College, the advisement, counseling and testing facilities are adequate in size and sufficient staff and funds are presently available. The present half-time counselor will need to become a full-time position within the next few years to meet anticipated increases in enrollment. At present students are not assigned individual faculty advisors, however, as with counseling, increases in enrollment will necessitate the assignment of individual faculty advisors to students in the future. A limited program of educational and career testing is available at Ketchikan Community College. Psychological testing is not available at the present time, but is available through Gateway Community Mental Health Clinic.

At Sitka Community College, advisement, counseling and testing is a responsibility of one half-time counselor. There is no formal assignment of advisors to faculty members. The informal atmosphere of the Sitka campus provides many opportunities for consultation between faculty members and students. Sitka Community College should look in the future to the assigning of faculty advisors in particular areas of expertise. Sitka Community College provides testing in the basic educational, psychological and career areas.

Financial Aid

The Financial Aid Office is included within the Office of Student Services on the Juneau campus. One half-time staff member is responsible for financial aid in Juneau. At Sitka and Ketchikan Community Colleges counselors act as financial aid advisors, with coordination being provided by the financial aid advisor in Juneau.

Publicity and information about the availability of student financial aid is provided in the Catalog, the semester schedules, and in an information brochure. No other formal procedure for dissemination of information on financial aid has been established. An informal effort is undertaken to provide information on financial aid through memos, word of mouth, and faculty meetings. A financial aid manual has been developed and provided to the counselors at the Sitka and Ketchikan Community Colleges and the three high schools in Juneau, Sitka, and Ketchikan.

Student need for financial assistance is determined employing the College Scholarship Service need analysis system. Financial counseling and individual planning is provided for every student applying for aid. Funding has been sufficient to enable most qualified students applying for aid to receive some assistance. Supervision of funds is provided by the Financial Aid Officer and the Office of Administrative Services. The Ketchikan Community College and Sitka Community College counselors act as extension aids for the financial aid office located in Juneau. All financial aid for students in the UASE is cleared through the Juneau office.

The following recommendations are made with respect to financial aid responsibility of the UASE:

1. A formal evaluation of the financial aid program be undertaken and a study of future needs be done.
2. That there be improved accounting and supervision of financial aid funds by the Office of Administrative Services.
3. That additional training in financial aid programs and procedures be provided to the Sitka and Ketchikan Community College counselors.
4. A publicity and information dissemination plan be developed to communicate information about financial aid to all parts of the University and the local communities.
5. A statement of academic "good standing" be developed for continued disbursement of financial aid to students.
6. A follow-up study be conducted to determine what effects financial aid has had on student goals and achievement.
7. A formal structure of part-time student employment be developed and coordinated through the Financial Aid Office.
8. An advisory committee to the Financial Aid Office be established with student and faculty participation.

Bookstore

The University of Alaska, Juneau bookstore is staffed by one full-time employee and a part-time staff person. The bookstore carries all required textbooks and some supplies and materials and is the primary source of books for students taking courses at the University of Alaska, Juneau.

These textbooks are offered at the publisher's retail price plus freight. The goal of the bookstore is to sell at the lowest possible price while not operating at a deficit. Consideration is taken to not put the bookstore in competition with local merchants, particularly in the selling of non-textbook items.

The UAJ bookstore has never made a profit or broken even. In FY 76 it suffered a deficit of \$133.00. The estimated deficit in FY 77 is approximately \$3,000. These losses are absorbed by other segments of the University's auxiliary services. It is a goal of the bookstore to reach a break-even point on profit and loss.

The bookstore's accounting procedure is internal and is handled through the accounting section of the University of Alaska, Southeast Business Office. A system for keeping a continual running inventory has been established with a monthly fiscal report readout. This procedure is audited both internally by University of Alaska auditors and externally by a private accounting firm.

The most pressing problem for the Juneau bookstore at this time is its lack of adequate space. It is also recommended that the bookstore carry more convenience items as space is made available and demand warrants. There should also be established an advisory committee made up of students, faculty and staff to propose policy for the bookstore.

The Ketchikan Community College bookstore is staffed by the college secretarial personnel as part of their regular duties and has a \$4,000 annual budget. The bookstore space has been recently remodeled and is adequate in size. At the present time the KCC bookstore handles textbooks almost exclusively and, averaged over the years, has broken even on profit and loss. In FY 76 there was an approximate \$200 deficit.

The Sitka Community College bookstore consists of a supply room adjacent to the main office and is staffed by the college secretarial staff as part of their duties. Its annual budget is \$3,000. The bookstore carries only required texts. It is recommended that in the future, the bookstore stock supplies for arts, crafts, and other special interest courses when possible. The SCC bookstore is audited together with the SCC administration as part of the annual University of Alaska audit and has shown a small profit in recent years.

Housing and Food Service

During the past year the Juneau campus of UASE implemented a limited student housing program. There are no University housing facilities available for students in Sitka or Ketchikan. The housing facility in Juneau is a privately owned apartment building which has twelve units for students. Each of these units is designed to house four single students. Ownership of these facilities is provided by a private contractor with the University obligation being that of leasing the units and managing them after completion. A half-time resident manager provides direct supervision over the housing. In addition to the housing leased by the

University, the University attempts to assist students on an informal basis to locate suitable living accommodations. The Self-Study Committee on Housing recommends that some provision be made to meet prospective handicapped students' needs for University housing.

Health Services

The University of Alaska, Southeast has no formal student health plan. In order to provide health service to our students, we have utilized the University of Alaska, Anchorage's Student Medical Insurance Plan. This plan is available to all full-time students of the University of Alaska, Southeast. A benefits program is available including sickness benefits, hospital in-patient expense, surgical expense, x-ray and laboratory expense, physician office calls, accidental death benefits, dismemberment and accident benefits. With the exception of the above plan, no other health services are provided or are being presently considered. Sitka and Ketchikan Community Colleges have no student health programs.

As part of the Self-Study process, the following recommendations for health services have been made:

1. Establish an advisory committee to examine student health needs on the Juneau, Sitka and Ketchikan campuses.
2. Student benefits should extend for the full calendar year once a student has been enrolled as a full-time student and has paid the fee for a year's insurance, regardless of his later enrollment status.
3. Entry to the insurance plan should be available at any time during the academic year.
4. Advertise the availability of the student health plan and have complete policy documents available for student review.
5. Advertise the availability of the plan and establish enrollment procedures on campus.

Extracurricular Activities

The University of Alaska, Southeast considers extracurricular activities an important complement to the institution's academic programs. Fifteen percent of the student activities coordinator's workload is directed to planning, developing and implementing extracurricular activities. Approximately \$3,500 has been allocated in the 1977 fiscal year for student extracurricular activities; general University buildings are being used for this purpose where appropriate. Examples of programs which have been sponsored for and by students include: swimming, a literary club, a chess club, social activities, poetry readings, and guest lecturers. No student-user fees are charged at the present time for most student extracurricular activities. The student newspaper is supervised through a publications board. There are no other active student advisory committees for extracurricular activities.

As a result of the Self-Study, the following recommendations are made with respect to extracurricular student activities: (1) the feasibility of a physical fitness facility of some type for the Juneau campus be explored; (2) a joint committee of students and University representatives be established to recommend policy with respect to extracurricular activities. Ketchikan and Sitka Community Colleges have no organized extracurricular activities program and do not plan any for the foreseeable future.

Intramural and Other Athletics

University of Alaska, Southeast has no organized athletic program. Intercollegiate athletics are not under consideration at this time and it is unlikely they will be considered in the foreseeable future. It is recommended that the possibilities for intramural athletics be explored with the Juneau Community Schools and/or Parks and Recreation Departments. A number of individual athletic events have been organized for students and several physical education courses are offered. There is at this time, however, no comprehensive intramural or other athletic program.

Placement

The Career Placement Services of the University of Alaska, Southeast are available to all students with fifteen or more credit hours of Senior College level work at the University of Alaska, Southeast. Five percent of one Juneau counselor's time is allocated to placement services. Placement service is designed to provide career information to students as it becomes available and information to them on employment opportunities. In addition to the formal placement service, UASE offers job information and informal placement through Cooperative Education, Student Financial Aid and the Division of Business in JDCC.

The Career Placement Service has only been established since spring, 1976, and is in the process of development. As a result of this work and the Self-Study, the following recommendations have been made:

1. Increase the information available to students on the placement service.
2. Budget specific clerical and professional staff for placement services.
3. Generally expand the Career Placement Services available at UASE.

Both Ketchikan Community College and Sitka Community College provide informal placement services to students. Counselors, coordinators, teachers and the college directors provide placement assistance to community college students. These colleges publicize announcements which they receive of position openings. It is recommended that both KCC and SCC expand the placement services available to students.

Alumni Relations

UASE Alumni Relations are handled by the Statewide Office of Alumni Services in Fairbanks. Coordination with the local alumni association chapter is provided by the Office of the Chancellor, UASE. University alumni are represented in UASE policy-making through the alumni representatives on the University Assembly at both the Statewide and regional levels. Due to the small number of graduates to date from UASE, the alumni relations program is not highly developed. However, Gastineau Chapter of the Statewide alumni association does provide some financial and other support to the University. For example, the Gastineau Alumni Association has provided the Cashen Scholarship in the amount of \$300 per year to be awarded to a UASE student.

The following recommendations have been made to improve the alumni relations program:

1. One person in the University of Alaska, Southeast be appointed liaison person to coordinate alumni relations.
2. Alumni records be made readily accessible for use by University personnel and other interested parties.
3. A study be undertaken of means by which the alumni fund raising function can be improved.

TABLE VIII - 3
1975-76 Southeast Report
STATISTICS GIVEN IN THE FORM "SCH*/ENROLLMENTS"

	<u>Summer 75</u>	<u>Fall 75</u>	<u>Spring 76</u>	<u>Total 1975-76</u>
<u>SESC</u>				
Teacher Ed	565/229	1030/335	1716/792	3311/1356
Eng & Sci Mgmt	17/8	282/100	845/463	1144/571
Fisheries	0/0	116/39	316/205	432/244
College Total	582/237	1428/474	2877/1460	4887/2171
<u>JDCC</u>				
Arts & Sciences	0/0	897/319	1201/437	2098/756
Business	0/0	1036/394	1065/401	2101/795
Social Science	3/3	617/271	766/456	1386/730
Trade & Tech	27/9	316/103	609/248	952/360
College Total	30/12	2866/1087	3641/1542	6537/2641
<u>SCC</u>				
College Total	40/30	899/494	1004/578	1943/1102
<u>KCC</u>				
College Total	134/70	1517/725	1667/960	3318/1755
<u>Regional Public Service</u>				
Total				190/550
<u>Southeast Total</u>	786/349	6710/2780	9189/4540	16875/8219

*SCH = Student Credit Hours

TABLE VIII - 4
UNIVERSITY OF ALASKA, SOUTHEAST
STUDENT CREDIT HOUR PRODUCTION

	<u>SUMMER</u>	<u>FALL</u>	<u>MINI</u>	<u>SPRING</u>	<u>TOTAL</u>	Change Over Previous Year (%)
<u>1972-73</u>						
JDCC	24	1482	25	1465	2996	
KCC	0	926	146	835	1907	
SCC	0	369	42	390	801	
SSC	591	810	115	535	2051	
Public Service	<u>0</u>	<u>72</u>	<u>0</u>	<u>80</u>	<u>152</u>	
Regional Total	615	3659	328	3305	7907	
<u>1973-74</u>						
JDCC	26	1762	98	1645	3531	+18
KCC	30	825	64	667	1586	-17
SCC	17	643	24	353	1037	+29
SSC	173	1606	308	1603	3690	+80
Public Service	<u>0</u>	<u>0</u>	<u>0</u>	<u>193</u>	<u>193</u>	+27
Region Total	246	4836	494	4461	10037	+27
<u>1974-75</u>						
JDCC	475	2477	109	3071	6132	+74
KCC	27	1024	39	1368	2458	+55
SCC	110	767	42	715	1634	+58
SSC	781	1725	132	1657	4295	+16
Public Service	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
Region Total	1393	5993	322	6811	14519	+45
<u>1975-76</u>						
JDCC	30	2866		3641	6537	+ 7
KCC	134	1517		1667	3318	+35
SCC	40	899		1004	1943	+19
SSC	582	1428		2877	4937	+14
Public Service	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>190</u>	
Region Total	786	6710		9189	16275	+16

TABLE VIII-5

FINANCIAL AID PROGRAMS AVAILABLE TO STUDENTS AT UASE

<u>Program Name</u>	<u>FY76 Actual Expenditures</u>	<u>No. of Program Awards</u>	<u>FY77 Budget</u>
Alaska State Student Loan	8,370	8	Not administered through UASE
Basic Grant	9,156	17	\$29,000
Bureau of Indian Affairs Grant	10,802.25	37	Not administered through UASE
College Work Study Program	9,541.40	9	\$27,139
Law Enforcement Education Program	220	2	\$150
National Direct Student Loan	6,100	8	\$7,840
Supplemental Grants (Initial Year)	7,269	14	\$10,342
Supplemental Grants (Continuing Year)	4,414	6	\$6,911
University Grants	3,300	16	\$3,300
Talent Scholarships	1,985	24	\$3,200
Emergency Loans	13,000	83	Fund balance of approximately \$10,000
Long Term Loans	1,950	4	Fund balance of approximately \$5,000
Student Fee/Tuition Waivers	940	3	4 available for the year
Cooperative Education Fee Waivers		0	10 available for the year
Alumni Scholarship	300	1	\$300
Total	77,347.65		

PART IX. SPECIAL SERVICES AND ACTIVITIES

Introduction. The Southeast Region of the University of Alaska is organized into three distinct service areas, the boundaries for which are established by the 56th and 58th lines north latitude. Juneau-Douglas Community College provides all lower-division and non-credit educational activities north of the 58th parallel. Ketchikan Community College serves in the same capacity south of the 56th parallel, and Sitka Community College responds to those in between the two latitudinal lines. Southeastern Senior College, in concert with the three community colleges, performs the upper-division and graduate activities. Regional Public Service and the appropriate offices located in Juneau provide coordination administration and central office activities.

This service area concept features the utilization of community coordinators in population centers to assess local needs and announce and facilitate planned and potential services to client groups. Capable area advisors, communicating with the three campus units, are viewed as the singularly most important element in providing effective and efficient special services. The focus on lodging the authority and responsibility for academically related services with the scattered academic units has been developed to encourage efficient use of resources and cooperative planning and service delivery.

The Office of Public Service is responsible for administrative coordination of activities in Haines, Petersburg and Wrangell, which are serviced by the appropriate college. Public Service receives public inquiries for special services and activities and routes them to the nearest college. If a direct academic service unit cannot be identified, the Office of Public Service may develop and operate special academic services until one of the colleges can assume the responsibility. In essence, the academic units operate all academically related services of the institution.

Expanded Student and Community Services. The University of Alaska, Southeast, provides wide ranging instructional and enrichment programs in the "panhandle" of Alaska to large and small population centers without the traditional college branches or extension center approach. The four academic units are coordinated entities, though geographically and academically separate; each possesses assigned operational and physical resources to award credit and provide student and community services.

Special services and activities fulfill the needs of adults seeking the means to maintain professional relevancy, develop skills, or find new interests, notwithstanding full-time employment or degree status. To fit the needs of the student body and the community, the University pays special attention to late afternoon, evening and weekend scheduling, thus providing more convenient hours for the people served; moreover, this concept offers outside facilities (the junior high and high schools) which provide learning activities closer to home or work. The faculty conducts various conferences, workshops, lectures, institutes, and the like, on such diverse subjects as boating safety, energy and environmental demands, community action, school/community relations, small

engine repair, adult basic education, and oriental cooking. The range of activities is similar to that of a full-service institution in the "Lower 48" except for the special focus on Alaskan needs. Special lectures and concerts are provided throughout the year on an availability basis. A most recent and rewarding experience was the appearance of former U. S. Senator Sam J. Ervin. Speaking to capacity crowds in Juneau, Fairbanks, and Anchorage, Ervin lectured on "The Constitution Today." Other special events on local history, music, art and environment are part of the University's approach.

The faculty resources of the University of Alaska, Southeast, in response to a Statewide need to provide academic and internship training of school superintendents, fashioned Project L*E*A*P (Leadership in Educational Administration Program) in harmony with State Department of Education needs and assistance. Classes and practicum arrangements are offered in Nome, Bethel, Dillingham, Delta Junction, and Ketchikan.

Summer Sessions. Summer classes and activities to date have been confined to the three major Southeast cities -- Juneau, Ketchikan and Sitka. In the past Sitka has been the center of staff and student activities, utilizing the resident facilities of Sheldon Jackson College. The curriculum has emphasized education courses for degree and certification aspirants. However, as a measure to consolidate the teaching resources at the largest of the campus units, Juneau will be the center of the 1977 summer session -- two three-week class periods. For the first time beginning with the spring semester of 1977, the University will offer student housing near the Auke Lake facility. As students become informed of the new resident facility and needs evaluated, the University anticipates that enrollment will expand in other areas of study.

Correspondence and Home Study. The University of Alaska, Southeast responds to varied service needs of the population that can be met through correspondence and home study through one central unit that operates from the Fairbanks Campus. All requests for learning experiences in this area are referred to that agency to ensure economies and avoid duplication of services.

Computer Services. The University of Alaska, Southeast has full access to a Honeywell 66/40 computer located on the Fairbanks campus. Access to this computer is available through five terminals linked via satellite at the Juneau Campus. Installation of single terminals at Ketchikan and Sitka is planned for this summer. At the present time, use of the computer has been primarily administrative in nature with a focus on fiscal, business, and records needs. The University encourages widespread use of the capability by allocating each staff member \$500 use time and each student \$100 use time. Consultant and workshop training in specific uses and functions is available through a full-time Node Supervisor. The Node Supervisor, located in Juneau, promotes the use of services and acts as an advisor in all computer-related activities. In seeking to maximize the use of the computer as a communications and learning tool, the University is exploring the possibilities of field installations in remote regions and the placement of the entire function in an academic support service unit.

Regional Life Enrichment Activities. The University of Alaska, Southeast, continues to support life enrichment activities, broadly defined, in a variety of ways. The main strategy is through the use of cooperative planning and funding with local and regional groups. A strong regional arts and humanities council program in plastic and graphic arts, creative writing, music, dance, and cultural development is supported through the cooperative funding of some half-dozen activities each year. Local music groups, film societies, crafts people, and artists are supported in a similar manner.

Coordinated planning and activities with the public media -- radio and TV -- is very important. The University has, at various times, either developed or made enrichment activities available; and with the recent strong development of a public radio and TV production facility, greater emphasis is expected to continue.

Activities with service centers -- the State Museum and State Library -- continue to focus on joint planning and coordination of services. Materials and workshops in cultural and community services are part of the work plans of the organizations. It is worth noting that coordination with the varied groups is difficult because of the geographic distances and the widely varied missions, but the perspective of the University will support development rather than operate parallel or competing activities.

Analysis and Appraisal. To make the best use of staff, financial resources, and facilities, on-campus programs and activities integrate and coordinate off-campus programs and activities. The University focuses on educational and support activities to serve the region, and a breakdown of budget for on/off campus delivery would be misleading. In general, staff capability is adequate to respond to identified off-campus needs. Financial resources can be reprogrammed to provide a maintenance level of activity. Physical facilities are borrowed from other organizations (primarily the local school district). No change is anticipated. Learning resource materials are made locally available through the school, library, inter-library loan, or mail from the campus. Instructors often carry materials with them on their itinerating schedule. Full development of the computer network capabilities will enhance these efforts.

Credit may be earned for any legitimate activity sponsored by one of the academic units under the academic guidelines of the University of Alaska. This process is emphasized by the fact that the academic unit is responsible for these activities. Decisions about the appropriate placement of the units in degree work are made by the designated division, but since they are responsible for the work, little difficulty exists here. No special continuing education unit is available at this time.

The purpose of the institution, of which a great deal has been said in the earlier parts of the Self-Study, are being met through providing special services and activities as a regular and on-going part of the operations of the academic units. This concept is the most economical and effective way to provide such services, and very little evidence

disputes this contention. We feel that these activities are "special" only in that they are not traditionally placed in operating academic units; furthermore, they are deeply engrained and integrated into our regular activities.

Plans for more such activities arise from a number of sources in the University community -- faculty, staff, students, advisory groups - and in the communities served. There is no dearth of such ideas or interest. By relating such planning to the on-going activities of the units, we ensure that such needs will be met on a continuing basis.

PART X. RESEARCH

In the 1977-1978 Catalog, the initial purpose statement indicates that one of the goals of the University of Alaska, Southeast is to develop educational, public service, and research programs that have special significance to Southeast Alaska. The final statement of purpose also indicates that through the utilization of available resources the University will assist community groups in the study and solution of problems and in the development of other community resources. These two goal statements cannot be analyzed from the classical concept that research advances the frontiers of knowledge, but must be reviewed with respect to the immaturity of the four regional institutions and their primary thrust. At this developmental stage, emphasis in the research activity has been limited to educational programs and community and regional development within the constraints of available resources. As the educational programs become firm, more time and effort should be dedicated by both faculty and administration to research activities involving more complex endeavors.

Recent research activities and projects conducted in the Southeast are listed below:

1. Needs of Exceptional Children in Rural Schools.

This Resource Training and Service Project conducted through the Southeastern Senior College by Dr. Lee Hodges was concerned with meeting the needs of children with exceptional learning problems in rural schools. A Title VI grant proposal was jointly prepared by the staff of the Alaska State Department of Education and the Southeastern Senior College. The major goal of the grant proposal was to develop a training model which would augment existing regular educational programs in rural Southeast Alaska by providing rural classroom teachers with the skills necessary to deal effectively with the learning needs of the exceptional children in their care.

2. Aerial Census, Behavior, and Conservation of Gray Whales in Baja California, Mexico.

This project was funded for \$13,384 by the Marine Mammal Commission in 1976 and was conducted by Dr. Richard Gard of the Southeastern Senior College, Division of Fisheries. Similar research has been conducted by Dr. Gard since 1970. The most recent investigation was concerned with the population and behavior of the gray whale (Eschrichtius robustus). The total number of whales counted in the Baja California area in February, 1976 (1,677) was lower than the number counted in 1975 (2,061). Counting was hampered in 1976 by coastal fog. Shifting of whales among lagoons since 1975 could not be correlated with shifting human activities as has been possible in the past. Whales were found to spend about 30 percent of their time on the surface. This information permitted the expansion of aerial counts to estimates of the total population size. An

estimated 5,646 gray whales occurred in Mexico in 1976 as compared to an estimated 11,000 whales based on shore counts at Monterey, California. New regulations exclude tourist-owned boats and low-flying aircraft from Scammon's lagoon. However, there is presently no effective enforcement of these regulations and employment of a full-time park manager is imperative.

3. Fishing: A Key to Tlingit Culture.

Wallace Olson and Lyle Hubbard, teachers of anthropology at the Juneau-Douglas Community College, prepared this paper to be published in a book entitled The Fishing Culture of the World, edited by Bela V. Gunda. Described in this paper are the effects of a peculiar subsistence economy upon the culture of the Tlingit Indians. The peculiarity involves the timely and super-abundant piscine resources of the Southeast Alaskan coast. Because of the regularity of salmonid runs, the plethora of secondary species available for harvest and the relative ease in obtaining these resources, the Tlingit Indians of the area had a plentiful and guaranteed food base which probably contributed greatly to the efflorescence of a highly complex and somewhat unique Tlingit culture.

4. The Native People of Alaska (Tentative Title).

This manuscript of 579 pages was completed by Mr. Wallace Olson, teacher of anthropology at Juneau-Douglas Community College, while he was on Professional Development Leave during the spring of 1976. It has been submitted to publishers for possible publication. The work was intended to be used as a basic high school or college text. In the process of the gathering of the material, many unpublished reports and other materials were obtained from linguists, historians, anthropologists, and archaeologists. Libraries in Juneau and Fairbanks and files of the Hudson Bay Company and the Russian-American Company were searched for information. The manuscript summarizes many years of Alaskan anthropological work by the author.

5. Location of the Hudson Bay Trading Post in Taku Harbor.

In the spring of 1974, Mr. Wallace Olson, teacher of anthropology, Juneau-Douglas Community College, took his archeology field class to Taku Harbor to try to locate the exact site of the northernmost coastal Hudson Bay Trading Post. This post was built in 1840 and abandoned in 1843. The first Coast Pilot for the areas, published in 1968, stated that the fort stood on Stockade Point, near the entrance to Taku Harbor. The field work in 1974 revealed that it would have been virtually impossible to build a fort at this location.

A search of all available literature on the Fort was made, and the students obtained financial assistance from the Geist Fund of the University of Alaska to carry out more field studies.

In the summer of 1975, the remains of the old fort were found on the other end of the harbor on a homestead belonging to Mr. Curtis Bach. The only remains of the fort today are the buried portions of the stockade walls, some foundations for cabins and three mounds which appear to have been made after the fort was abandoned. The site has been nominated for inclusion in the National Register of Historic Sites.

6. The Ombudsman: Its Potential Applicability for the State of Alaska.

This report was submitted by Gary Wilson to the Southeastern Senior College in partial fulfillment of the requirements for a Master's degree in the Public Administration program. Although several reports have been submitted under this program, this particular one was selected for inclusion here because the creation of an office of Ombudsman seems especially appropriate for Alaska. In this report, the similar cultural and geographic situations existing in Hawaii and Alaska are pointed out. Both states are geographically widespread and inhabited by diverse ethnic groups. The office of Ombudsman has been a success in Hawaii and would probably be a similar success in Alaska.

Additional student research activities are continually conducted under the auspices and supervision of the Senior College faculty. For the time at least, most faculty have not had the opportunity to participate themselves in individually initiated research activity. Their full teaching and administrative assignments and extensive travel currently preclude much time for research.

At the present time, there are no specialized research facilities as part of the physical plant at any of the Southeastern Colleges. However, construction of a new fisheries center will begin in the spring of 1977 with a tentative completion date of November, 1977. Located on Auke Bay, adjacent to the National Marine Fisheries Service Laboratory and the Auke Lake Campus, the fisheries building will be a two-story structure of about 9,500 square feet. Included in the initial facility will be physical and biological science teaching laboratories, a small research laboratory, general classrooms, and offices for faculty and graduate students. Future plans are to expand the building upward or outward depending on availability of land, and to acquire a docking facility. The ultimate aim is to achieve laboratory and field fishery research capabilities for staff and students in the marine and coastal freshwater environments, in addition to teaching capabilities.

Computer terminals for access to the University computer for both educational and management purposes were recently installed on the Auke Lake campus. These terminals provide access to the Honeywell 66/40 computer at the Fairbanks campus. Plans call for the installation of card input facilities, a high speed printer, and additional terminals at the Bill Ray Center. All

faculty members are entitled to \$500 in computer time and 48 blocks of file space for their personal usage and research each academic year. A full-time computer specialist is available to all computer users, and specialists at the Fairbanks facility are also available for consultation. Currently, faculty usage has been directed toward classroom support. However, the availability of the facilities encourage the faculty to consider the potential the facility creates for research activity.

The University of Alaska, Southeast Library has the only specialized collection for research in Southeastern Alaska. This is the Resource in Education (ERIC) microfiche collection, supporting the field of education. Otherwise, researchers in Southeast have utilized resources available to them at other area research institutions, both federal and state. Included are the National Marine Fisheries Service Library and specimen collections, Alaska Department of Fish and Game Library, Alaska State Museum and Library (including the Historical Library), Sheldon Jackson Museum in Sitka, Institute of Northern Forestry Library, U. S. Bureau of Mines Library, and the Alaska Highway Department Library.

The University encourages research by permitting full-time faculty to take regular sabbatical leave after four years of employment or special sabbatical leave (formerly called professional leave) after three years of employment. Either type of leave may be granted for between three and twelve months. No salary is paid during special sabbatical leave. Full pay is paid during a six-month regular sabbatical leave, but half-pay is paid during a twelve-month regular sabbatical leave.

Another step that the administration has taken toward the encouragement and support of faculty research has been the appointment of a Coordinator for Special Educational Services. A portion of this individual's time is devoted to lending institutional support for faculty research. This support can be wide ranging, including the location of outside financial support for proposals and assistance in the preparation of research proposals.

There is a shared opinion among the faculty and the administration that this support will not lead to more faculty research until there are funds available for faculty release time. Outside financing in most cases requires extensive documentation. Since no part of the five-part load has been designated as research, there is not sufficient time to prepare proposals. The alternative is inside funding. The University is now in the process of accumulating funds to purchase release time for research. This will be an important step in breaking the bottleneck currently existing.

Analysis and Appraisal. Several advantages have accrued to UASE from research conducted in recent years with some national and even international attention and acclaim being brought to the University. For example, several federal agencies and numerous scientists are now aware that UASE is involved in whale research and conservation and the Mexican government recognizes our involvement in research in Baja California. Publication of several papers derived from research described elsewhere in this report will bring recognition to the University from colleagues and others. Another advantage is that teachers who engage in research are usually better instructors than they would be if they did no research; lectures are enlivened and vitalized if the instructor can cite personal research findings. Finally, the University has gained monetarily from research. Travel, operating, and equipment expenses in addition to parts of at least four staff salaries, including a student research assistantship, have been funded by research budgets. To our knowledge, no disadvantages have resulted from research.

There has been an insufficient amount of research at the institution to test the relationship between research activity and teaching effectiveness. A majority of the faculty in the Southeastern Senior College believe that the relationship is positive. Therefore, with respect to the position that instruction is the core function of the institution, the quality of instruction might be improved by devoting more resources to research activities. The problem with this position, however, is that budgets are based on the credit hours of instruction rather than the quality. Reducing the credit hour load of an instructor frees time for research but would also reduce the total amount of fiscal resources available for both instruction and research.

Three developments or activities to improve our research program are available. The first is concerned with the creation of facilities. At present facilities for scientific research are virtually non-existent, but will increase greatly when the fisheries building is completed and outfitted. Faculty may also become active in applying for research grants. A great deal of time is required to prepare a grant proposal, however, and under present work loads, most faculty do not have sufficient free time. Finally, the Self-Study assignment itself could result in an improved institutional commitment to faculty research efforts.

Released time is generally not given for research. At the present, research is not listed as a responsibility in job descriptions nor is it considered in the allocation of the five-part load. With designated teaching loads of four courses per faculty member per semester and with extensive travel for Senior College faculty, there is little time left for research activity. Despite the fact that designated teaching loads are not always imposed, substitute instructional activity is usually prescribed. Most faculty members also seek gainful employment during the summer to satisfy financial obligations.

The sabbatical leave policy is a positive influence on research activity. One community college faculty member recently wrote a textbook during a sabbatical leave, and two more will be returning to school next year for further study. As more faculty become eligible to apply for leave, additional research activity may be undertaken.

An assessment of the areas in which the institution would be most likely to make contributions to research can proceed from two directions. First of all, an assessment of research backgrounds and interests of the present faculty suggests the following list:

- biochemistry
- fish genetics
- stock separation in salmon
- ocean mammals
- construction management
- new venture management
- international treaty arrangements
- new approaches in school administration
- utilizing media in remote areas
- competency modules development
- comparison of teaching techniques and learners style
- international direct investment
- educational technologies
- exceptional teaching - learning interaction
- cross-cultural communication
- Tlingit-Haida culture
- diplomatic history
- educational law and finance
- organizational theory
- sociology and social stratification
- labor relations
- educational staff development

Secondly, assessing the regional and community interests surrounding the University yields the following significant research areas:

- fishery rehabilitation and enhancement
- environmental impact of off-shore drilling
- management in Native corporations
- analysis of recreational resources
- effectiveness of competency based education
- effectiveness of computer assisted instruction and television as remote teaching technologies
- government regulation of construction activities
- impact of tourism on local economies

As can be readily seen, research activity at UASE would tend toward applied aspects. Such applied research would represent important contributions to the respective fields of study. Furthermore, these research areas are related closely to instructional areas and to the needs of the regions and local communities.

Recommendation. With the goal of translating our research potential into viable programs, the research committee recommends the following:

- a. Include research as a responsibility in the position descriptions of those faculty who wish to participate. It is felt that research activity should not be mandatory although it is part of position descriptions on the Fairbanks Campus.

- b. Reduce the teaching load of interested faculty and allocate that time to research. The Anchorage Campus now allocates one part of the five-part load to research. We recommend that up to two additional parts of the five-part load be allocated to research in selected cases. Faculty should be encouraged to utilize such a release option.
- c. Provide summer employment in selected cases, specifically for research.
- d. Continue and strengthen the highly commendable sabbatical leave policy.

Future emphasis, or at the least, recognition of research as a University function is essential if we are going to attract and retain a topflight faculty. This is especially true of scientific fields, but applies in varying degrees to all disciplines. Low faculty turnover rates result in program continuity which attracts and benefits students.

In conclusion, the forthcoming decisions on the place of the research function in the University will determine much of its future state and identity. The quality of its instruction, the membership of its faculty and student body, and the nature of its contributions to its region and communities are largely influenced by the research function. We do not suggest that the essence of the Self-Study is found in the evaluation of the research activity alone, but we do conclude that research activity has much to do with the health of a university as revealed by the analysis of its component parts.

PART XI. GRADUATE PROGRAM

The Southeastern Senior College section of the 1977-78 University of Alaska, Southeast Catalog is the basic document which provides an outline for the graduate program and its objectives. To some extent these same programs are also described in Part V, Education Programs of this Self-Study. Similarly, the mission of the Southeastern Senior College is reiterated in Part I, Statement of Purposes and Institutional Objectives. Five graduate level programs are offered: Master of Education, Master of Arts and Teaching, Master of Science in Fisheries, Master of Public Administration and Master of Science in Engineering or Science Management. Emphases in the Master of Education degree are available in Guidance and Counseling, Special Education and Resource Teaching, Public School Administration, Elementary Education and Secondary Education. Brochures and pamphlets on these programs are available at the Southeastern Senior College or in the Office of Student Services, University of Alaska, Juneau.

The University of Alaska, Southeastern Senior College was officially established in 1972 and gradually evolved into its present size. The Senior College has responsibility for all regular graduate and upper-division undergraduate courses taught in the Southeast region. Due in part to the relatively small size of the college, there is no formal division between graduate and undergraduate programs. The Director of the Graduate Programs is also the Director of the Southeastern Senior College. He has both administrative and academic responsibilities for each position. This position, which reports directly to the Chancellor, was the first position filled at the time the Senior College started. The individual selected possessed that special blend of broad experience as well as familiarity with Southeastern Alaska which provided the expertise that was necessary at this level of development. Possessing a Doctorate in Education, the current Director has experience as a secondary teacher, community college teacher, secondary principal and school superintendent, and has also served as Director of Instructional Services for the Alaska Department of Education prior to joining the University of Alaska faculty. This position has the responsibilities of coordinating all curriculum actions affecting the Senior College as well as supervising all administrative functions for the College except the business systems and student registration/records systems common to all Southeast colleges.

Due to the small size of the Southeastern Senior College, there is no formal graduate council per se. All full-time Senior College faculty who teach graduate courses are members of the graduate faculty, thus the graduate faculty as a whole make the appropriate decisions. This group is responsible for recommending policy decisions to the Director and the Chancellor. The total graduate level faculty of the Southeastern Senior College is comprised of both full and part-time members with the number of graduate courses being taught in outlying areas of the Southeast region such as Petersburg and Wrangell. A strong capable outreach faculty has been developed to augment the full-time staff. Condensed versions of the vita of the full-time graduate faculty are contained in the shelf file materials. Complete curricula vita of both the full and part-time graduate faculty members are on file in the Senior College Office.

It is through the interaction and cooperation of this diverse group of people that proposals for change in existing programs and for the development of new programs are initiated. The formal process for the development of graduate instruction and programs follows the process described in Part V, Educational Programs, allowing for input from the Instructional Councils at the college regional and state level.

Tables XI-1 and XI-2 indicate the number of students enrolled in programs and degrees conferred since 1971 as well as current graduate student classifications by major. The small number of graduate students overall as well as the preponderance of part-time graduate students in this enrollment are indicative of some of the program problems that must be faced in Southeastern Senior College's graduate education program. The transitive nature of the graduate student is also a factor since many are public school teachers or state and federal employees and therefore comprise a quite mobile population. Formal program development becomes difficult under these circumstances.

Part IV of the Self-Study provides basic library data. Specific listings of library holdings in various graduate areas, however, are not available. With limited funding over the past years for library acquisitions, coupled with an increase in the number of graduate programs, listings would be considerably less than desired.

Prior to fall of 1976 there were no stipend positions in the University of Alaska, Southeast for graduate student support. The first graduate teaching assistantship was awarded in the spring of 1977 to a graduate student in fisheries. Financial aid programs are available, although not currently used by graduate students, because most are working full-time and only pursuing their education on a part-time basis. Programs shown on Table XI-3, however, are available to both graduate and undergraduate students.

Evaluation. The organizational structure of the Southeastern Senior College is generally well suited for achieving their stated purposes. Components of the graduate program to relate more directly to natural resources administration, computer science and application, and teacher education for the outlying sparsely-populated areas need to be included in order to more adequately achieve the stated objectives. From a graduate faculty management aspect a small but special graduate council, separate from the total faculty, might more effectively deal with graduate matters.

The intensive evening teaching of the Senior College faculty enables the faculty to travel to other locations to carry out their duties, but it is less efficient in terms of transfer of knowledge than a schedule in which classes meet more frequently for shorter periods of time. This same heavy travel load discourages such scholarly activities as research and consultation. In addition, the University-wide requirement of minimum class size makes it extraordinarily difficult to establish program integrity in a developing institution.

Facilities for lecture or small group discussion are readily available, but when other activities wish to be pursued as part of the educational program, current facilities fall short. The library facilities have little space for quiet graduate study as well as no space in which to conduct a seminar using library materials. At the same time, educational testing laboratory space is lacking, and no science laboratory access is available to upper division or graduate faculty. This will be relieved in part with the new Fisheries Science Building scheduled to open in 1978, but even then facilities will be limited. At that time, office space will be available for science and mathematics faculty to hold conferences with students or with staff members, but the remainder of the Senior College staff will still need adequate office space.

One of the recommendations of the Governor's efficiency study suggested the curtailment of financial resources to support outreach programs. This recommendation is in definite conflict with the goal of the Southeastern Senior College to provide outreach programs for constituencies in Southeast Alaska. Following this recommendation would definitely reduce the educational resources available to Southeast Alaska. Legislative clarification is perhaps needed. Resources available for other graduate programs in terms of physical resources seem to be well supplied. Adequate computer resources and space for terminal facilities are available. Graduate programs have easy access to staff at the United States National Marine Fisheries Service Laboratory, at the State Department of Education, local boards of education, local business men and government administrators. The Sea Grant Program in Fisheries is further attracting well-known lecturers and providing other important resources to support the fisheries graduate program.

As has been mentioned, all full-time graduate faculty have earned doctorates. Part-time faculty members hold responsible positions outside the University and have advanced degrees from respected institutions and are generally well-known in their respective fields. What deficits exist regarding the graduate faculty are not weaknesses of the faculty per se, but are circumstances over which they have little control. With their high travel time and heavy teaching loads, the graduate faculty is currently undertaking very little research. Insufficient time is available for the faculty members to discuss matters of common concern such as course planning. This aspect possibly could be alleviated by an integrated University system in which the Community and Senior College separation were eliminated. This would also provide a more integrated opportunity for staffing patterns which would allow the eligible graduate faculty possibly to assume a larger responsibility for teaching at the graduate level.

As has been pointed out in Part IV, Library, the acquisition program has been of recent origin in fields outside of lower division education programs. With the addition of graduate programs, funding patterns were not sufficient to provide for adequate holding development, especially in the areas of biological science and management. Although excellent microfiche holdings are available, the facilities or equipment for providing adequate hard copy are not available. Similarly, the library

facilities in Ketchikan and Sitka were not designed to provide for region-wide graduate programming and the delivery system for materials in Juneau is currently inadequate. Additional concerns with respect to the adequacy of library to meet the needs of graduate programming are discussed in detail in Part IV.

As with any new developing graduate program, facilities are often going to be limited and special needs of many of the programs may not be available in the early years. There are several general facilities or access to such facilities which would increase the potential activity of all graduate programs. A child observation laboratory with a one-way mirror would assist all in areas of emphasis in the education graduate program. An audio-visual laboratory which could be used for instruction in making transparencies, slides and the like or preparing this kind of equipment for regular classroom use would facilitate all programming across the University of Alaska, Southeast. Similarly, access to a well equipped video-taping studio with access to shop facilities to support both these curriculum development activities, as well as research activities, would be of considerable assistance. Services to provide bibliographic review, student "consultants" in the areas of programming and statistics as well as some technical and audio-visual service would also enhance graduate program capacities.

The one graduate assistantship that was filled in the spring of 77 attracted an extremely competent individual. The available internships which provide support to state government employees apparently are ineffective since there are currently no graduate students holding such internships. This may be a marketing problem and this aspect will have to be explored further. It could be noted that financial support programs for graduate students are designed to a large extent on the basis of need and the availability of full-time graduate students. Currently with the extremely large percentage of part-time, fully employed students, financial aid programs do not have a significant impact.

Even though a considerable number of deficits have been noted in graduate programs, special attention should be given to extremely noteworthy and efficient aspects as well. Southeast Alaska is a superb location for graduate programs in fisheries and public administration, with a natural location for marine and adronomous study and ready access to state governmental administration. These programs are in an ideal situation. An exceptionally well-qualified faculty is also an asset. Their dedicated, sincere effort cannot be underestimated. Both faculty and students envision a time when graduate programs in Southeast Alaska may achieve a more traditional delivery system. The recent leasing agreements to attain student housing have also provided an extensive boost to graduate programming by allowing summer programs to be housed in Juneau rather than in a shared facility at Sheldon Jackson College in Sitka. This increases the availability of part-time faculty as well as more adequate use of the full-time faculty on partial summer appointment. With primary deficiencies in graduate programs mainly related to financial considerations, only time will tell what relief may be obtained.

TABLE XI - 1

Graduate Degree Students and Degrees Conferred, 1971-76.

Degree	Year				
	1971-72	1972-73	1973-74	1974-75	1975-76
Master of Arts in Teaching					
No. of Degree Students	info not available		2	1	
No. of Degrees Conferred	0	0	0	2	
Master of Education					
No. of Degree Students	info not available		17	19	
No. of Degrees Conferred	0	1	6	21	23
Master of Public Administration					
No. of Degree Students	info not available		8	8	
No. of Degrees Conferred	6	1	7	10	2
Master of Science in Eng Mgmt					
No. of Degree Students	info not available				
No. of Degrees Conferred	4	2		1	
Master of Science in Fisheries					
No. of Degree Students	-----				8
No. of Degrees Conferred					1
Total Degree Students					
Total Degrees Conferred			13	34	26

TABLE XI - 2

Graduate Student Classifications, Fall 1976

Program	Not Admitted*	Admitted**	Total	Currently Enrolled		Total
				Part-time	Full-time	
Education	20	37	57	32	1	33
Public Administration	14	12	26	10	1	11
Engineering Management	5	9	14	6	0	6
Fisheries	3	13	16	5	2	7
totals	42	71	113	53	4	57***

(Business Administration has not been implemented yet.)

*Applied for admission but not yet admitted.

**Includes those admitted "fully" and "conditionally" and, of those admitted fully, those advanced to candidacy.

***In addition, 56 graduate students have not yet applied for admission to graduate study.

TABLE XI - 3

Financial Aid Programs Available to Students at UASE

Program Name	FY76 Actual Expenditures	FY77 Budget
Alaska State Student Loan	8,370	Not administered through UASE
Basic Grant	9,156	\$29,000
Bureau of Indian Affairs Grant	10,802.25	Not administered through UASE
College Work Study Program	9,541.40	\$27,139
Law Enforcement Education Program	220	\$150
National Direct Student Loan	6,100	\$7,840
Supplemental Grants (Initial Year)	7,269	\$10,342
Supplemental Grants (Continuing Year)	4,414	\$6,911
University Grants	3,300	\$3,300
Talent Scholarships	1,985	\$3,200
Emergency Loans	13,000	Fund balance of approximately \$10,000
Long Term Loans	1,950	Fund balance of approximately \$5,000
Student Fee/Tuition Waivers	940 (3 given)	4 available for the year
Cooperative Ed. Fee Waivers		10 available for the year
Alumni Scholarship	300	\$300

Appendix A - List of Reference Documents to Self-Study

1. Catalog
 2. 1974 Regional Self-Study
 3. 1977 Regional Self-Study
 4. Academic Development Plan for the University of Alaska
 5. Higher Education in Alaska 1975-1976
 6. Higher Education Facilities Planning Study, UASE
 7. Auke Lake Campus Site Development Plan
 8. Fisheries Science Facility Master Plan
 9. Tables of Organization
 10. Principal Administrative Officers
Training, Experience and Duties
 11. Administrative Structure and Personnel of the
UASE Colleges and Divisions
 12. University of Alaska Affirmative Action Program
 13. Policy and Procedures
- | | | |
|---------|--------|--|
| Section | 10.000 | <u>General Subjects</u> |
| Section | 11.000 | <u>The University of Alaska</u> |
| | 11.001 | Constitutional Basis
Article VII |
| | 11.100 | Statutory Authority
Title 14, Chapter 40 |
| | 11.200 | Powers and Duties of the Board of Regents
and the President
(Reference Article 2, Chapter 40, Title 14
above) |
| | 11.300 | Bylaws Board of Regents |
| | .301 | Meetings of the Board of Regents |
| | .302 | Committees of the Board of Regents |
| | .303 | Officers of the Board of Regents |
| | .304 | Officers of the University |
| | .305 | Executive Positions |

	.306	Execution of Official Documents and Agreements of the University of Alaska and the Board of Regents
	.307	Policy and Motion
	.308	Fiscal Year
	.309	Corporate Seal
	.310	Non-discrimination
	.311	Amendments to Bylaws
	.312	Repeal of Previous Bylaws
	11.400	Minutes of the Board of Regents
	11.500	Policies of the Board of Regents
Section	12.000	<u>The University Assembly</u>
	.100	Constitution of the University Assembly at the University of Alaska
	.101	Name
	.105	Purposes, Responsibility and Authority
	.110	Membership
	.115	Officers
	.120	Committees
	.125	Meetings
	.130	Quorum
	.135	Amendments
	.140	Veto Powers
	.145	Ratification
	.200	Bylaws - University Assembly
	.300	Regional Assembly Documents
	.310	Constitution
	.320	Bylaws
	.330	Southeast Senior College Instructional Council
	.340	Juneau-Douglas Community College Instructional Council
	.350	Ketchikan Instructional Council
	.360	Sitka Instructional Council
	.370	Minutes Regional Assembly
	.500	Official Bulletins - Office of the President (Supercedes Faculty Bulletins)
Section	13.000	<u>Student Services</u>
	.100	Administration
	.200	Social, Cultural and Organizational Development
	.300	Counseling & Guidance Activities
	.400	Recruitment, Admissions and Records
	.500	Financial Aid

	.600	Auxiliary Services
		Health Services
		Housing
		Food Services
	.700	Placement and Alumni Affairs
Section	14.000	<u>Staff and Faculty Personnel</u>
	.800	Southeast Personnel Policy & Procedures
Section	15.000	<u>Academic Support</u>
	.100	Library
	.200	Computer
	.300	Communication - Publication & Information
	.400	Capital Program & Developments
	.500	Research
Section	16.000	<u>Finance and Business Affairs</u>
	.100	Accounting Policies
	.150	Travel
	.190	Miscellaneous Accounting
	.200	Budget Policies
	.300	Grant, Gift and Contract Management
	.400	Physical Plant, Equipment & Safety
	.480	Security
	.495	Telephone
	.500	Patent and Copyright Policies
	.600	Purchasing
	.700	Inventory
	.800	Auxiliary Services
	.810	Bookstore Operations
	.850	Vending Machines
Section	17.000	<u>Instruction</u>
	.100	General Academic
	.200	Occupational & Vocational
	.300	Community Service
	.400	Public Service
	.500	Preparatory & Adult Basic Education
	.600	Graduate Education

14. Alaska Post-Secondary Education Commission Report
15. Procedure for Preparing Proposals for all Education Programs
16. Course Development Booklet
17. Lecture Inventory

18. Community College Annual Evaluation
19. Annual Professional Activity Report
20. Guidelines for Academic Promotion and Hiring, 1976
21. Abbreviated Resumes of Graduate Faculty.
22. Manual of Procedures and Information for Graduate Students
23. Profile of Students at UAJ
24. Joint Statement on Rights and Freedoms of Students adopted by the Board of Regents of the University of Alaska
25. University of Alaska Residence Hall Handbook
26. Constitution and Bylaws of the Southeast Assembly of the University of Alaska
27. Brochures
 - Certificate Programs - Office Occupations Lab
Clerk Typist
Stenographer
Wood/Construction
Marine Engine Repair
Automotive
Diesel
Marine Carpentry
 - Associate Degree - Early Childhood Development
Marine Technology
Construction Technology
Accounting
Secretarial Studies
Power Technology
Diesel Technology
 - Bachelor Degree - Fisheries
Business Adminsitration
 - Master's Degree - Public Adminstration
Education
Engineering and Science Management
 - General - Student Housing
Placement Service
Veterans
What We Can Do For You
Cooperative Education
Student Financial Aid